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Nebraska Superintendents and Principals' Association Lincoln, Nebraska, January 13 and 14, 1910

Officers—Geo. Crocker, President; John F. Matthews, Vice-President; W. T. Davis, Secretary; A. H. Staley, Treasurer.

General Session

Thursday, January 13, 8:45 a. m.

Should the language requirements for admission to the Colleges of Arts and Sciences be changed so as to permit the substitution of modern languages for Latin?—Prof. Lawrence Fossler, Uni. of Nebr.; Supt. R. W. Eaton, Geneva.

Discussion, Prof. F. A. Alabaster, Wesleyan University; Supt. R. D. Moritz, Red Cloud; Prof. Grove E. Barber, Uni. of Nebr.; Dr. W. A. Clark, Kearney State Normal School.

General discussion opened by Hon. A. R. Humphrey, Broken Bow, and Hon. C. H. Aldrich, David City.

Agriculture as a basis for the science work in the High School.—State Supt. E. C. Bishop.

Discussion, Supt. A. E. Hildebrand, Hooper; Supt. Ed M. Hussong, Franklin.

The nurture and protection of the physical well-being of public school pupils.—Supt. W. M. Davidson, Omaha.

Discussion, Supt. A. E. Fisher, Neligh; Pres. W. H. Clemons, Fremont Normal School.

City Superintendents and Principals' Section

Thursday, January 13, 1:45 p. m.

Music, Pawnee City High School Orchestra.

What should be the place of music in the course of study throughout the twelve grades? Should it be a requirement in the grades? Should it be an elective for credit in the High Schools?—Dean C. A. Fulmer, Wesleyan Uni.

Discussion, Supervisor C. H. Miller, Lincoln; Inspector G. A. Gregory, Crete.

During the recent meeting of the State Teachers' Association, a committee was appointed to recommend safe and sane industrial subjects to be taught in our schools. There has not been time for this committee to prepare even a preliminary report, but the question will be taken through the first talking stage—Discussion opened by Pres. A. O. Thomas, Kearney.

What should be the relation of our inter-high school debates to the regular High School course?—Supt. R. H. Graham, Wymore.

Discussion, Prin. E. K. Hurst, Falls City; Prin. Earl Cline, Sidney; Supt. F. M. Hunter, Norfolk.

County Superintendents' Section

Thursday, January 13, 1:45 p. m.

Report of Committee—Uniform regulations for conducting county eighth grade examinations.—Supt. Frank Pilger, Peirce.

General discussion, Supt. Miller, Hartington; Supt. N. A. Housel, Madison.

Retrials, Renewals, Registration and Emergency Certificates under the Law and the Regulations Governing Certification of Teachers.—Joseph Sparks, Chairman of Examining Board.

General discussion, Supt. Eda C. Nelson, Tekamah; Supt. A. L. Olinger, Lexington.

The Part of the County Superintendent in the Enforcement of the School Library Law.—W. D. Redmond, Assistant State Superintendent.

General discussion, Supt. W. A. Posey, Hebron; Supt. William Ebright, North Platte.

Banquet

Thursday, January 13, 6:45 p. m.
Lincoln Hotel.

City Superintendents and Principals' Sections

Friday, January 14, 8:45 a. m.

The Normal Training Course in its relation to the regular High School Courses of Study.—Supt. C. W. McMichael, Holdrege.

Discussion, Supt. J. A. Doremus, Auburn; Supt. Chas. Arnot, Schuyler.

How can the Principals of our smaller schools, who teach all, or nearly all of the time, do supervision work?—Supt. Wilson Tout, North Platte.

(a) "Looking Backward," Supt. Geo. E. Martin, Nebraska City; (b) "Hind sight better than foresight," E. L. Rouse, Peru.

Symposium: The preparation of the High School student as shown in his subsequent work.

In the Normal Schools, Pres. J. W. Crabtree, Peru State Normal School.

In the Universities, Dean Ellery W. Davis, University of Nebraska.

In the Churches, Dr. I. F. Roach, Pastor St. Paul's Church, Lincoln.

In the Industrial World, Mr. W. A. Sellick, Lincoln.

County Superintendents' Section

Friday, January 14, 8:45 a. m.

Music, Pawnee City High School Orchestra.

Preparation for the Annual School Meeting and Receiving and Correcting Reports of School Officers.—Supt. A. V. Teed, Ponca.

General discussion, Supt. W. A. Yoder, Omaha; Supt. J. M. Matzen, Fremont.

Plans for Organization: the Institute; the Reading Circle; Industrial Work; School Officers and other matters under the general direction of the County Superintendent.—Supt. Alice Florer, York.

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General discussion, Supt. Agnes Lackey, Gering; Supt. E. E. Hayes, Kearney.

First things to be done by the County Superintendent on assuming the duties of the office.—Supt. R. C. King, Nebraska City.

General discussion, Supt. Dorothea Knoll, Grand Island; Supt. L. R. Willis, Hastings.

Some kind advice to new County Superintendents from those outgoing and re-elected.—Supt. Edith A. Lathrop, Clay Center.

General discussion opened by Prof. A. Softly, Fremont; response, Supt. Ruth Erfman, Bloomington.

General Session

Friday, January 14, 1:45 p. m.

Report of Committee on Uniform Regulations for conducting county eighth grade examinations.—Supt. Frank Pilger, Pierce.

The certification of non-resident pupils to High Schools.—Supt. O. R. Bowman, Aurora.

Discussion, Supt. F. J. Vogltance, Schuyler; Supt. J. E. Delzell, Lexington.

The High School Commercial Course.—Prin. E. W. Hills, Pawnee City.

Discussion, Supt. C. W. Taylor, McCook; Prin. H. G. Ellis, Beatrice.

Is our high school manual complete and definite enough?—Supt. U. S. Conn, Columbus.

General discussion opened by Supt. W. W. Stoner, York.

Supervision, what it is, and what it is not.—Supt. W. L. Stephens, Lincoln.

General Session

Friday, January 14, 8:00 p. m.

Address—Pres. A. B. Storms, Iowa State College.

NEBRASKA'S PUBLIC SCHOOLS

(An address by Hon. Fred H. Abbott, Assistant Commissioner of Indian Affairs, former Regent of the University of Nebraska, before the Nebraska Association of Washington, D. C.)

The power of the public schools of Nebraska is due to the long-continued plain living and high thinking of her people; to the practical common sense, moral integrity, industry and virtue of the average taxpayer whose money supports the schools, as well as of the average teacher who presides over them. The doctrine of honest, hard work has been preached and practiced until it is a part of the life of our people. The hookworm has not yet been able to swim the Missouri.

Go to Nebraska and knock at the door of the average home. You will be met by a father and mother who believe intensely in education, and who are willing to work early and late and make any kind of sacrifice to keep their boy or girl in school.

Go to Nebraska and show me the average boy in the public school, and I will show you a boy whose palm is calloused and whose face is marked by the tan of honest toil.

Go to the home of the average Nebraska school girl at the noon hour and you will get a good, square meal, whether the mother is at home or not.

Go to the average Nebraska town and look for a woman lugging a poodle on her arm. If you find her,—she may be from the capital city on a visit, but you can write it down that she is not a Nebraska girl, the product of a Nebraska college.

If you are a teacher in search of a position that is a snap,—where teachers have nothing to do but pose and teach children soft manners,—avoid Nebraska.

Search the records of Nebraska for a single instance where a school board or a board of regents of the University of Nebraska,—though they are elected by the people on a regular party ticket,—ever permitted a partisan consideration to enter into the election of a teacher or the determination of an educational policy; you will search in vain.

Go to the little white school house, the great common school of the State, and look into the faces of the children. Where else on earth, could you find a healthier, brighter, sweeter-faced, better-dressed, more prosperous looking lot? Then go to the records in the office of the State Superintendent, and you will find that over 70 per cent of the children of school age in the State are enrolled in the schools,—a record, I think, not equalled in any other state.

Continue your visit away out into the sparsely settled sandhills country of western Nebraska to investigate the educational conditions among those sturdy ranchmen with their brave little wives. You will find some freshly painted school houses occupied by happy-faced, well-dressed children, and presided over probably by young women graduates, either of our University or of one of our normal schools. If you inquire how such a school could be supported in a community so thinly settled, you will find State support for these weak school districts of western Nebraska, and that today a common school education is within the reach of practically every child of our great State.

Go to the average county seat town one of these winter mornings at about eight o'clock. You will see boys and girls on every road driving in from the country to attend the University accredited high school. And who pays the tuition? Not the boys' and girls' fathers. A free high school law which fills the gap between the country school and the University and rounds out the free public educational system, enables Nebraska to boast the most completely connected and unified system of free state schools to be found in all the world.

Pursue your investigations to Lincoln, the greatest educational center in the west, and the home of our State University. If you are thirsty, inquire for a saloon to get a drink. You will not find it. You will not find another city in the world, the home of so large and important an educational institution, whose people have had the moral courage to arise to the emergency and wipe out this common enemy of our student young men.

Then call at the Chancellor's office on the University campus. Inspect the groups of well-dressed students as they pass to their various class-rooms, and ask the Chancellor if these students are mostly the sons and daughters of the rich. He will smile and tell you first that there are no rich parents in Nebraska; that the State was a territory only fifty-five years ago; that the people who have been coming to the State since that time have been those either poor or of moderate means; that very few can boast fortunes except such as they have dug out of the fertile soil by honest, hard work. He will add that many of the boys, and some of the girls, are working their way through the University by selling papers or waiting on tables, and that a large majority of them are the sons and daughters of Nebraska farmers. And if he were not too modest, the

Chancellor would tell you that he, himself, as a student, earned his way through the University over which he now is presiding so ably as Chancellor. (And I hope the time will never come in the history of our University when you cannot find a large percentage of the students earning their way as they go by the work of their own hands.)

Ask the Chancellor how our University, with its four thousand students, stands in comparison with her sister state universities in the matter of reaching the people of the State. He will tell you that every community of 300 people in Nebraska sends on an average one student to the University. Compared with this record, Kansas sends one to each 660, and Ohio one to each 1,200, proving that the leaven of high state education in Nebraska has come nearer working through the whole mass of citizenship than in any other state.

Go to Omaha and inquire about the University Medical College. There you will find the foundations being firmly laid for the greatest medical school in all the west, supported in part by state taxation. And you will find pushing this great branch of the University, one of the most unselfish and most patriotic groups of professional and business men that you could meet anywhere. This infant branch of the University needs the enthusiastic encouragement of every Nebraskan during the next few years until the legislatures see the wisdom of having our doctors, as well as our lawyers and farmers and teachers, educated in a state school, supported by public taxation, and responding through the patriotic allegiance of its graduates to all that is best in the institutions of our State and the lives of our people.

Study the school systems of the states and you will not find one where so large a percentage of the youth of all the schools from the lowest primary grades to the last year of the college course, are educated in schools supported exclusively by state taxation. You will not find another state where the management of the state schools is so largely elected directly by the people. You will not find a more unified and harmonious system of education from the lowest primary grade to the last year of our State University. You will not find another state where there is so little friction among the various state educational boards. The economic as well as educational advantage which we enjoy from having one Board of Regents over our State University and School of Agriculture, located in one place, can only be appreciated when you go into Iowa, or Kansas, and see the unfortunate friction that has grown up from having the schools of agriculture separated from the state university, managed by different boards that are forced to compete with one another for appropriations.

But while the spirit of state education is completely dominant in Nebraska, there is no tyranny, or injustice, or bigotry, or narrowmindedness in the attitude of the State and the State schools toward the excellent private and denominational schools which thrive in our State. Private normal schools secure attendance by advertising educational equipment equal to that of the State normals; denominational colleges offer courses of study and educational facilities as the equivalent of those of the State University. But there is no jealous rivalry. So strong is the sentiment for general education in Nebraska that by common consent there is room and a hearty welcome for all engaged in educational endeavor. Presidents of denominational colleges, principals of private schools, public school superintendents, and university professors meet together, put their feet under the same banquet board and discuss their common problems with the utmost of frankness and good will, while proselyting has long been an unknown term in the code of Nebraska's educational ethics.

But great as have been the achievements of our public schools in the past, those achievements have been due as largely to the education outside the schools as that on the inside. Schools are conservative. They have stuck too close to the books. They have not been fully awake to their duty to train for actual every-day life. They have modeled their courses of study too closely after those of the older universities which held that a university should teach no "useful thing" for fear of degrading the "dignity" of higher education. It has been left for the modern scientific educators to demonstrate that there is as much real culture in learning how to analyze the soil and stir it to its utmost of productivity as in analyzing a rock simply for the mental gymnastics involved; that there is as much dignity in the education that teaches the boy how to raise 100 bushels of corn to the acre and to plant trees and shrubs to beautify the farm home as there is in the education which teaches him to read Horace or Homer; that there is as much refinement in the education that teaches the girl how to bake a perfect loaf of bread and to prepare the most nutritious dinner for the least money as in that which teaches her to paint expensive china and play the piano.

The greatest present-day lay apostle of the new education is Theodore Roosevelt. In a recent address he said:

"I trust that more and more our people will see to it that the schools train toward and not away from the farm and the work shop. We have spoken a great deal about the dignity of labor in this country, but we have not acted up to our spoken words, for in our education we have tended to proceed upon the assumption that the educated man was to be educated away from and not toward labor. We must show that we understand the law which decrees that a people which loses physical address, invariably deteriorates, so that people shall understand that the great carpenter, the good blacksmith, the good mechanic, the good farmer of our day fill the most important positions in our land, and that it is an evil thing for them and for the nation to have their sons and daughters forsake the work which, if well and efficiently performed, means more than any other work for our people as a whole."

The basis for the new education which President Roosevelt recommends was laid deep and strong, by that other immortal friend of the common people, Abraham Lincoln. In 1862 it was Lincoln's signature to the Morrill bill which gave origin to the land grant colleges and marked the beginning of federal support to agricultural and industrial education, and at the same time the beginning of the most important educational epoch in the history of the world. As a result of this epoch-making policy, Nebraska is drawing $60,000 annually from the federal government to assist her in the support of her Experiment Stations, School of Agriculture, and other departments of scientific and industrial education.

What this policy of education has done for Nebraska materially cannot be measured in dollars and cents. As a direct result of experiments at the

North Platte Sub-experiment Station, farmers have been taught to raise fifty bushels of wheat per acre on land formerly classified as American desert and farm land values have risen from $3 to $50 an acre. What has been added to the wealth of the people can be illustrated by reference to the increase in the yield of corn which has resulted from the University's campaign among the farmers for better seed corn. An average increase of one bushel per acre on the 7,000,000 of acres planted in corn estimated at the present price, would more than pay for the whole University plant, valued at $4,000,000, or it would pay the total cost of maintenance of all branches of the University for six years. In short, Nebraska's investment in her University and common schools pays larger purely material dividends than any other investment in the State. (And I hope that this fact will become so clear to all the people some time that they will raise the salaries of their loyal teachers and University professors to a decent basis.)

This campaign for agricultural and industrial education, started in the University as a result of the beneficence of the federal government, has not stopped with the University. It has spread to the high schools and the country schools. Corn growing, sewing and cooking contests are being carried on under the auspices of the schools for the benefit of the boys and girls in practically every county in Nebraska. Only a few weeks ago the papers announced that a Nebraska school boy, as a part of his school work, acting under the direction of his teacher, had raised 114 bushels of corn to the acre. And such sewing and cooking as you could find on exhibit in Nebraska right now, if you were there, the work of the school girls! Think of it! Young women required to learn how to cook scientifically in order to secure a certificate to teach. What does this mean? Simply that in a very few years, agriculture and domestic science will be a regular part of the course of study in every common school and high school of Nebraska.

The spirit of this new education is spreading throughout the country. As Nebraskans, we should feel proud that Nebraska is in the front rank of those apostles who are proclaiming an education that we can use on the farm, in the garden, in the kitchen, in the workshop, as well as in the study of the physician, the lawyer, the clergyman,—an education that not only disciplines the mind, but also at the same time directs the individual toward the making of a livelihood, dignifies the labor of the hands and converts the toilers of the farm, the factory and the household into well-balanced, educated, useful, happy and prosperous citizens.

If in the future as in the past, we Nebraskans adhere to the faith of our fathers, practice the simple virtues, and, realizing that the only danger to a republic consists in a combination of vice, ignorance, and idleness, shall continue to shape our educational policies for the benefit of the many and not for the few, we can hopefully look forward to the realization in Nebraska of that beautiful prophesy made in a recent address by our fellow Nebraskan, Prof. G. E. Howard, when he said:

"To the West in the fullness of time, I verily believe more than to any other part of the national body, must belong intellectually, socially and morally, the realization of the ultimate type of American character."

A VISIT TO THE STATE MUSEUM

Hazel Butler, Ashland High School, Grade IX

On the morning of November the nineteenth, our Physical Geography class, accompanied by our teacher, Mr. Whitford, visited the museum of the State University.

Professor Barbour, who is State Geologist, was with us half an hour. We felt much favored to receive the time and attention of such a very busy man. Professor Bengtson, of the Geography Department, spent two hours with us, making our visit a very pleasant one.

One of the first things we saw was a very large tusk of a prehistoric mammoth. This resembled a tusk of an elephant, only a great deal larger. It was found in the ground in the Bad Lands of Nebraska and dug up, and measures are being taken to put it together. We also saw the bones of a petrified baby mammoth, the jaw bone of which showed partly developed teeth, also a picture of a large mammoth which is like an elephant only it has a large shaggy coat, and the tusks are longer and curl up at the end.

A slab containing the bones of prehistoric animals taken from the Bone Beds, in the northwest part of our state, was hung at the top of the stairs. Professor Barbour told us that the animals are supposed to have had some kind of a fever and coming there in search of water, died, and their bones floated into the water and sank, and became embedded in stone. Some of the bones are of the three-toed horse, the hog, and the two-horned rhinoceros.

We were shown the vertebra of a saurian, found in Wyoming, the animal was between a bird and a reptile, measuring from fifty to sixty feet in length.

In another room were the bones of a hog-like animal called a moropus. It is very heavy, thick, and high through the shoulders, with small, tapering hind quarters, with a thick neck seven feet long.

These prehistoric animals lived ages upon ages ago. I think they must have been odd looking creatures, and the climate must have been a good deal warmer than now because these animals could not have lived in such a cold climate.

Among other things were some stuffed birds and mounted butterflies in large quantities, both modern and ancient, and an alligator which William Jennings Bryan presented to the museum. The live alligator, and some alligator skeletons, were sent to him from Florida by a friend. The rival of the Teddy Bear, a large (Billy) O'Possum, not the Georgia kind, but a real Nebraska O'Possum, was seen hanging by its tail. Some mounted beavers found along the Dismal River, were seen in a case. The beavers have been protected until they have become a nuisance.

We were interested in looking at some stone axes and implements used by pre-historic men, a suit and cap worn by one of the five Boxers, who guarded the gate at Tien Tsin, when the thirty Japs blew open the stone gate in the wall. This suit was red and gorgeously trimmed in black velvet with pipings of blue satin.

In the same case were some Chinese weapons, or knives and spears made of bamboo; also Philippine weapons very similar in appearance.

Among the minerals were the various kinds of coal and a piece of coke of a grayish color; also mica as found in the rocks.

In a glass case was a fine specimen of Carborundum. We were told that this was made of coal and sand, which is put into a large furnace, and it goes into a mass. From this grind stones can be made and instruments for cutting glass.

We saw some specimens of modern shells and corals, precious stones, such as agates, opals, rubies and "diamonds made from quartz," and some softer materials which cannot scratch glass.

We looked at some skulls of the primitive, ancient and modern man. The skull of the primitive man showed a more sloping forehead than the ancient; while that of the ancient shows a much smaller brain cavity than that of the modern, which proves that the ancient had very few brains.

We saw a cross section of a yellow Oregon pine, five hundred and twenty-five years old, measuring eight feet in height, seven feet in diameter and two feet in thickness. Near this was a beak of a sword or a saw fish measuring three feet in length and six inches across. This beak had sharp projections like saw teeth along the sides, ending in a sharp point. This beak is used by the fish to spear whatever it may want in the way of food.

I am sure we will never forget our visit to the museum and the courtesy shown us there.

(An extract from a paper written as a class exercise by one of the students of Physical Geography in the Ashland High School. The students made a visit as a class in full charge of their teacher, Mr. A. C. Whitford. Every pupil was equipped with pencil and notebook and made a careful record of his observation. This paper is published to illustrate what pupils may gain from such a visit and to emphasize to high school students and teachers of Nebraska the value of a study of our State Museum.)

LABORATORY WORK IN PHYSICAL GEOGRAPHY

N. A. Bengtson

To those who plead lack of time, let me suggest that studying the text is not real physical geography. If there is lack of time omit some parts of the text and include some laboratory and field studies. The change will be applauded by the pupils and the amount of real physical geography taught will be increased.

That classes are too large is to be regretted. But is not the same true in other subjects? The problem is not more difficult of solution in physical geography than in language or physical science. Outline and direct observation work. Give experiments that can be performed during study hour, and use class period for discussion of results.

Probably it is true that outlines for laboratory work are not yet as practical as could be desired. Many splendid manuals have been published, however, and with adaptation to local conditions good results can be obtained. Some suggestive outlines and exercises will be gladly furnished by this department to teachers desiring them.

The last mentioned obstacle to success, the unprepared teacher, is recognized as the most serious of all. There are teachers conducting classes in physical geography who have not studied it since they were in the ninth grade in the high school, and have made no later efforts to make progress in the subject. To such we can only say, "Prepare yourselves at once. You have no moral right to teach a subject for which you are not qualified." This preparation can be obtained in various summer schools where approved laboratory instruction is given, or to some extent even by carefully prepared home study. Adequate preparation for teaching cannot be obtained in any school where the work is in the nature of a review of some elemeintary text. It is hoped the time will soon come when only well-prepared teachers will dare to try to teach the subject.

Physical geography merits a place in the modern educational scheme. It is a cultural subject, for it teaches the student to interpret and appreciate the beauty of his surroundings. It is practical, for it enables the student to appreciate the "economics" of his environment. Laboratory work is desirable educationally, for it increases both the cultural and the practical value of the subject. The difficulties are not more serious than those of other laboratory sciences. The progress made in the last decade bespeaks splendid results in the near future.

MANUAL TRAINING IN RURAL SCHOOLS.

Adjunct Professor Albert Bunting

At first thought, one is tempted to quote, "bricks without straw." Deeper thought, however, will soon show us the utility of manual training, and also why it should be particularly needed in the rural schools of our country.

In the first place, children in the rural districts are not thrown into contact with all kinds of manual dexterity as are the children in the cities. The result is that when they come to the colleges to take the engineering courses, we find many of them singularly lacking in the first principles of ordinary mechanics, some hardly knowing the use of the common rule.

For this reason a primary course in the rural schools would place these students in a much better position to enter upon university or college courses.

As to its need, those of us who have friends in a farming community and have had the privilege of visiting with them, realize that the farmer is a "Jack of all trades," having to turn his hand to do anything that needs to be done, from fixing up a clock shelf to repairing the binder or other farm machinery. Many of the devices made are singularly ingenious and original, necessarily so, because they are made to fill a real need. On the other hand, those of us who have had training in the principles of good design and symmetry find our artistic sensibilities outraged by the incongruous combinations often found, realizing that while the device may be both original and effective for the purpose intended, yet even the slightest knowledge of the fundamental principles of design, would have enabled the maker to have made it at least less offensive to the eye. Without being hypercritical of the shortcomings of the work, and giving full credit to the maker for his originality, one can see that a small amount of manual training would have caused the work to be in harmony with its surroundings.

In introducing manual training into the rural schools, one must begin at the thin end of the wedge, trusting that the results attained will later influence the "powers that be" to encourage the work to the extent of supplying the school with the necessary equipment, so that the work may be broadened. I think it would be a very easy matter to procure the tools necessary for elementary manual training. The directors of a rural school rarely hesitate when called upon to purchase those things of which they see the practical value. Should there be any delay in securing the necessary funds, one might do as one

very successful teacher of my acquaintance did. She planned an evening's program, which not only was enjoyed by both pupils and parents, but netted a sufficient sum to buy one set of the necessary tools, and then had enough left to buy the material for a bench, etc. The pupils brought their own material readily, since they were allowed to keep the articles which they made.

The main questions, however, are, when and how to commence. To the first I would say, that manual training is now an established fact, the schools in a large majority of our cities are equipped for it, and the number is growing every year.

Shall not the scholars in our rural schools have the same advantages, as far as possible, as those in the cities? I see no reason to the contrary. Therefore, begin the course as soon as practicable.

How shall the work be commenced in the rural school? As before stated, begin slowly and build up.

In nearly every farming community there can be found nearly all the absolutely necessary woodworking tools, such as chisels, saws, planes, squares, etc., and if the right amount of enthusiasm is aroused it should be an easy matter for the older pupils to get permission to bring from their respective homes a sufficient variety for the initial equipment. Probably these would need some furbishing up and putting in order, but they would be all the better for it. These tools would do to begin with, then a set of good tools could be acquired as before suggested.

With the consent of the trustees, a bench might be erected in one corner of the school room. The older pupils would lend willing hands.

For the pupils who are too young for the bench exercises, the exercises with the Sloyd knife would be interesting. The equipment for this class would be easily arranged, for what country boy has not a good jack-knife? The knives with two blades would be preferable, then the larger could be used for the heavier part of the work and the smaller for small curves, etc.

If there are still younger children, a lump of modelling clay, that they could shape into various geometric forms, working from models, would fully interest them, at the same time training the eye and hand.

These three sections, bench work, Sloyd and clay modelling, together with a course in sewing and needle work for the girls, where there is a woman teacher, would be sufficient for all the grades usually found in a rural school. It will be found in practical work that girls having an opportunity to work with tools enjoy it and become skillful. Many useful and practical articles can be made for the home which will appeal to the girl much more strongly than the impossible embroidered roses of former days.

What to make? If the teacher has taken a course in manual training (which all should do who desire to introduce the work), then the graduated exercises, leading up to the proper use of the various tools, should first be taken. For good results later a good foundation must be laid.

When the pupils are fairly expert in the use of the saw, plane, chisels, etc., then some of the simpler exercises shown in any good book of designs should be made, leading gradually to the more elaborate ones.

In the Sloyd course, start with the simple cuts and models, advancing to the more difficult. No model should be accepted as completed unless the instructor is satisfied that the pupil has done his best.

Three things are to be striven for. First, invention; second, design, and third, execution. The brain invents, the eye designs, and the hand in conjunction with the others executes the design.

To arrive at the best results, no article should be made without first educing from the class its nature and purpose. When all clearly understand its use, then by question and answer draw from them its various characteristics, after which, by the use of the blackboard, draw it, the pupils submitting the details. Each pupil being supplied with a blank book for the purpose, should then be required to make drawings of the article, showing as many views as are necessary. Here is where the individuality of the pupils will show, as they should be encouraged to vary the design, providing that it is kept within the limits already arrived at. After all the drawings are made and corrected, then the actual work of producing should commence, each working from his own design.

The best material to use during the earlier stages of manual training is undoubtedly white pine, later somewhat harder woods may be used, as poplar, birch, bass and oak. Sufficiently good grades can be bought of any lumber merchant. It should be as dry as possible, also free from knots.

In introducing manual training in rural schools, it might be possible to work up sufficient enthusiasm among the pupils to induce them to subscribe towards a fund to purchase material, especially as they would retain their own exercises.

A quantity of assorted nails (finishing nails or brads are best), a few assorted screws, a small can of liquid glue, and a few sheets of sandpaper would also be needed. The stock could be added to as occasion required.

Some teachers are deterred from taking up this work because of their lack of special training. As all the pupils would be beginners, but a small amount of previous experience would be necessary. I have known women as well as men teachers to take up this work on the limited knowledge acquired in one course at a summer school, such as is given at the University of Nebraska, and from all reports they are doing satisfactory work. After a teacher has taught one year, however, he or she can readily see his or her own deficiencies, and if interested usually takes more advanced courses.

There is not the slightest doubt but that manual training has come to stay, and the progressive teacher, realizing this, will naturally take the earliest opportunity of acquiring experience in it.

THE COLLEGE OF ENGINEERING

Dean C. R. Richards

The Legislature of 1909 passed an act providing for a reorganization of the colleges forming the University, by the terms of which the old Industrial College was replaced by the College of Engineering and the College of Agriculture. In accordance with the provisions of this amendment of the charter of the University, the Board of Regents reorganized the several colleges, the changes becoming effective September 1st, 1909.

Instruction in civil engineering was first given in 1877; in electrical engineering in 1891; in practi-

cal mechanics in 1892; and in mechanical engineering in 1893. From a very few students at the beginning, the number enrolled in engineering at the time of the organization of the College of Engineering had grown to nearly four hundred. At the present time the total enrollment of students in the college is 400. From one instructor in engineering, the number has grown until now fifteen professors and instructors give full time and several assistants part time to the technical work of the college.

At the beginning the work of instruction in engineering was given in one or two small rooms in University Hall. The erection of the Electrical Laboratory in 1891, of Mechanic Arts Hall in 1898, and the fine Mechanical Engineering Laboratory in 1909 have done much to further interest in the work of engineering education in the University. While it is true that not all of the departments in the college are properly housed and equipped, yet on the whole, the material equipment of the college includes much of which we may well feel proud.

While the Industrial College was an effective organization during the years when its total enrollment of students was small, it became obsolete with increasing numbers of students and diversity of work offered. The rearrangement is in accord with the general plan of organization in a majority of American universities.

It is believed that the organization of the College of Engineering will have a very decided influence on the future development of the work in engineering. The differentiation of this work from that in the old Industrial College will increase the loyalty of the students and will make more effective the efforts of the officers of the college to build up the work and equipment of the departments and to extend the influence of the college abroad. Already tentative plans have been formulated for adequately housing and equipping the Departments of Civil Engineering, Electrical Engineering and Applied Mechanics; and for the organization of a bureau which will keep the college in close touch with its alumni, and which will enable it to place its graduates in lucrative and attractive positions. While our graduates have rarely had difficulty in finding suitable positions, this employment bureau is required to enable us to properly serve our own students and those who need their services.

The primary aim and function of the College of Engineering is to give such training as will prepare its graduates to enter into the profession of engineering.—civil, mechanical, and electrical; incidentally to give that culture which comes with the disciplined mind and hand and eye, and that character training which comes from the enthusiastic pursuit of a profession where honesty and honor in work and purpose are the first requisites of success. That the work of the engineering departments has been worth while is attested by the long list of successful engineers who claim Nebraska as their Alma Mater. Many of these men are occupying high positions as managers, superintendents, engineers, designers, engineering salesmen, etc., and so far as is known practically all of them are filling positions in which technical knowledge is a primary requisite. The diversity of interests in modern life makes a constant demand for men trained to carry out intelligently the work of the world. While every engineering graduate cannot hope to become a great engineer, it is reasonably certain that every one may fill a position after graduation which will yield him a competence and make him a useful and respected citizen.

While, as has been stated, the work of the college is primarily to impart technical knowledge, it should be noted that the preciseness of all work in the applied sciences gives a discipline which is at least as good and valuable as that obtained elsewhere. This fact and the further fact that we live in an industrial age whose every necessity and luxury results directly or indirectly from the work of the engineer, makes the engineering courses of the greatest value to those young men who do not expect to become engineers, but who are seeking an education as a preparation for business and for life.

THE COLLEGE OF AGRICULTURE

Dean E. A. Burnett

The work of the College of Agriculture has been proceeding in a satisfactory manner, about 150 students having registered regularly in the college. Enough additional students from other colleges are taking agricultural work to bring this number up to about 200 college students taking agricultural subjects.

The registration in the School of Agriculture up to the present date is 352, which is a material increase over the registration of last year, and the work in the agricultural school is progressing in a very satisfactory manner. The severe weather of the past two weeks has interfered with military drill, and emphasizes the need of an armory where such work can be carried on. There are now five military companies at the farm, which are doing efficient work when the weather will permit.

The prospects for registration in the Winter Course, open January 2, are excellent, the correspondence indicating a full registration at that time.

Six members of the college stock judging team attended the Intercollegiate Contest at Chicago, competing with the leading institutions of the country and winning fifth place in the contest.

The senior class of the School of Agriculture, numbering about seventy-five students, attended the Chicago International and expressed themselves as highly pleased with the information they secured relative to the live stock interests of the country.

The Department of Animal Husbandry showed fifteen steers, winning a number of prizes, as follows: Four championship prizes, 6 first prizes, 4 second prizes, 3 third prizes, 1 fourth prize, 1 fifth prize, and 1 seventh prize. In the dressed beef carcass contest, the University of Nebraska exhibit won first prize in both classes, one second prize, and the championship.—81 per cent of all the money offered in the carcass contests, breeders and colleges from a number of states and Canada competing. The total prize money won amounted to $905 in cash prizes. Last year the total was $660, which carried with it two Armour scholarships, worth $250 each, for students of this institution. As there are, in all, fifteen scholarships awarded to the various institutions on the basis of awards, the University of Nebraska will very likely receive three scholarships this year, in addition to the prize money. There was only one exhibit of fat steers that won more prize money than that from the University of Nebraska.

Massachusetts makes provision for free high school privileges for all pupils within the state.

The University Journal

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By the Teachers College of the University of Nebraska

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(3) Charles R. Richards, Dean of the College of Engineering.

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Physical Education—R. G. Clapp, Professor of Physical Education.

Science—R. H. Wolcott, Acting Dean of the Medical College.

University Extension—J. L. McBrien, Director.
University News—E. H. Clark, Purchasing Agent.

Thru a mistake in making up the last number of the Journal an article by Prof. Swezey was run the wrong month.

THE RHODES SCHOLARSHIP

Dr. G. R. Parkin, secretary of the Rhodes Scholarship Trust, has recently made a tour of the United States and British America inspecting and modifying the local organizations controlling the appointment to scholarships. The desire is to secure greater competition and to insure the appointment of the best candidates. In some states a system of rotation among the institutions has been found in operation, which is defeating the purpose of the founder in trying to secure for each appointment a competition among the most promising young men of the entire state. This is the most valuable scholarship open to undergraduates, as it pays $1,500 a year for three years. High-school students should inform themselves regarding the conditions and should see that they are in line for appointment, as the prize is worthy the best efforts of any young man.

INSPECTOR G. A. GREGORY

The appointment of Supt. G. A. Gregory, of Crete, as Inspector of Normal Training will meet with the approval of all concerned. Mr. Gregory is well prepared by training and experience for this most important work. He is a college graduate of broad training. He was principal of Gates Academy for twelve years, was a country superintendent in Oregon, and for the last ten years has been superintendent of the schools of Crete. In his last position he has added a distinct feature to public instruction by working out a successful plan for the co-operation of the school and the home in domestic science. His connection with the junior normals has given him another view of the field, one that will be the utmost assistance in his new field. His suggestions will be received with much confidence because of his intimate knowledge of all phases of public school work.

UNIVERSITY SUMMER SCHOOL

In accordance with a demand from the membership of recent years, it has been decided to extend the summer term to eight weeks. The schedule will be so arranged as to enable a student to do the work of a half semester. This will be of great advantage to regular University students who plan the summer term as a part of their regular course, and will enable teachers who are looking toward a degree to complete the residence requirement for the first degree in four years and the second degree in two years.

Prof. Paul H. Grummann, who has been director for three years past, has declined serving longer in that capacity. The University Senate has by fitting resolutions given expression to appreciation of his faithful and efficient services. No branch of the University has made greater gains in membership, and the management has met the highest approval of both faculty and students.

The coming session of the summer school will be managed directly from the office of the Chancellor, the plans being determined by committees of the faculty.

It has been decided to require the same qualifications for admission as govern the regular sessions of the University. No one will be permitted to register on less than 22 entrance credits, except in the case of mature persons of an age and experience to warrant admission as "adult special" students. This is not a radical feature, but is simply an effort to

define more accurately existing conditions. Had the rule been applied last year, it would have barred very few who applied for admission.

The plans in progress provide for all the regular courses for which there has been a demand, and for a number of strong new features. It is the intention to make the session a notable one in all respects.

RURAL SCHOOLS AND RURAL TEACHERS IN NEBRASKA TWENTY-FIVE YEARS AGO

By J. L. McBrien

Talk Four

(Reminiscences)

Our last talk was prospective. This talk is retrospective. It was Colonel Parker who said you may make free use of the personal pronoun I in writing of things that happened a long time ago without even the appearance of egotism. With this license, then, let me give some personal experiences and reminiscences as a country school teacher. It was during the winter of 1885–86 that I taught my first school. It was in District No. 65, Johnson County, about three miles northwest of Sterling. I was not quite 18 years old. My qualifications were limited—only a three year high school education. And the best certificate I could earn then was a third grade. But during my last year in the Sterling High School I made a careful study of Page's Theory and Art of Teaching, Baldwin's School Management and Brooks's Normal Methods of Teaching, under the direction of Prof. S. G. Lehmer who was himself a graduate of the Millersville, Pennsylvania, State Normal School when that eminent educator, Doctor Edward Brooks, was its president. The suggestions gained from these books and Professor Lehmer have been a great help to me in all my school work from that day to this. It was the coming in touch with the thoughts of these great teachers that made me hunger and thirst after a higher education and professional training. It was these influences that in later years gave me the idea of normal training in Nebraska High Schools.

In my first school there were eighteen pupils—seventeen boys and one girl. Several of the boys were older and larger than myself. This fact caused one or two members of the school board to seriously object to my youth when I made application for the school. But I told them if they would stand by me, I could govern the school. They promised to do this, and they did. Hence, we had little trouble in government. However, I shall never forget the confidence that came to me when Bob Baker, my largest pupil, a young man twenty-five years of age, whose weight was 225 pounds, said to me confidentially one day early in the term, "If at any time you cannot manage the big boys, call on me. I can whip the whole gang." Fortunately I never had to call on Bob, but I made it a point to hold his friendship, which has grown stronger with the years. He is now a successful ranchman in Chase County.

How I had to work in that first school to keep ahead of some of my pupils. There were three brothers, Sam, Ralph and Shan Haynes, ages 21, 18, and 17 respectively, who gave me a lively chase in algebra and Robinson's higher arithmetic. They took their books home every night without any suggestion from me, for they were determined to "stall the teacher." While I was delighted with their student spirit, yet it kept me working till nearly midnight all that term to keep ahead of those boys. But it was worth all the effort I put forth. We never meet without having a good laugh over the way they made me "dig" that winter. I have lost track of Ralph and Shan. Sam is a successful farmer near Sterling.

There was a crowd of young fellows living in the district northwest of ours who always disturbed our school as they passed going to and from town. They began yelling about a quarter of a mile before they reached the school house and kept it up about that distance after they had passed it. They would drive slow so as to give us the full benefit of their performance. It was like unto an Indian war dance. At last it seemed to me forbearance had ceased to be a virtue. So one day after this quartette of disturbers had given one of their noisiest demonstrations on their way to town, I called eight of my largest boys into a conference to consider ways and means of putting a stop to this rowdyism. It was decided that the next time our school was annoyed by those four fellows, we would stop their team, and take the men out of the bob sled, roll them in the snow and wash their faces. We did not have to wait long for this opportunity. That afternoon on their return from town we heard them begin their usual performance about a quarter of a mile away. At a given signal school was dismissed and the eight largest boys formed a line across the road to stop the team. There was a hedge fence on each side. This made it impossible for our tormenters to drive around us. They must break through our line, turn back, or take the punishment in store for them. They made a bold dash and tried to break our line, but Bob Baker and Sam Haynes caught the fiery horses by the bridle bits and stopped them. In an instant the other six boys pulled the four fellows out of the sled. I took charge of the team and faced the horses into the hedge fence and assumed my duties as master of ceremonies. It did not take the boys long, now reinforced by Bob and Sam, to give those fellows such a trouncing as was rarely, if ever, administered to disturbers of a public school. The school boys were cheered on to victory in that contest by Laura Houck, about sixteen years of age, the only girl in our school that winter. After that episode our school was never disturbed again. In later years Miss Houck was known as one of Johnson County's most successful teachers. The last account I had of her she was holding down a claim in Tripp County, South Dakota.

During the three years I was a pupil in the high school at Sterling I took private lessons in German under the instruction of the German minister there. It was a fad at Sterling in the good old days to study German. Some of the American boys in town were even sent out to live with German families in the country in order to learn to speak German. Young business men learned to speak German. It was said of one of these men that he took his German reader to bed with him and studied it far into the night. He is still doing business at the old stand and is one of the most successful auctioneers in the state, crying sales in both German and Eng-

llsh. His ability to speak German has been worth thousands of dollars to him.

Growing up among these practical results from a study of German, I have always been an ardent advocate of German in the high school course of study. It was in this first country school where I taught that I found even my smattering of German of considerable help. One morning five German boys ranging from seven to fifteen years of age, not over two weeks in America, and not able to speak a word of English, entered my school. In my study of German special attention was given to conversational work. How delighted were those German pupils of mine, that first morning for them in an American school, in a strange land, to be greeted in German by their teacher. I put all together in the chart class at first. I would name the letters, words and sentences in German and then in English. I made use of the alphabet, word, and sentence methods in this work. It would have made a native German teacher laugh or indignant or both, no doubt, if he could have witnessed my attempt to teach these boys, but I never had a more interested class of pupils. By the end of the term every one of them could carry on a conversation in English. I soon found out that they were as far along in a German education for their years as the American pupils were in English. I soon discovered, too, that the oldest German boy, about 15 years of age, in the study of arithmetic, could keep up with the class in percentage. By the end of the term he had finished the third reader also. Ihlers Boden was his name. He is now a successful farmer near Sterling. He speaks good English and is a loyal American citizen. The learning to speak English on the part of these five German boys was not all due to my ability to instruct them in this art. The greatest help they received was from the English speaking Germans with whom they were associated, especially from the American born German children attending the public school.

I saw Ihlers a little over a year ago and we had a good laugh over his winning the honors for our school in a ciphering match with a neighboring school just twenty-five years ago this winter. All were down on both sides except the teacher of the other school and Ihlers and myself of our school. Their teacher went to the blackboard in a Spartacus--to-the-Gladiators style. He was a teacher of successful experience and well known throughout the entire county. When I sent Ihlers to meet him, the audience laughed and some jeered at my green, awkward boy. I remarked that he laughs best who laughs last, and threw out that famous sentence from Bill Nye as a warning to our opponents, "Take heed, let no man think he standeth, lest he standeth on his ear."

Ihlers was a little embarrassed, but he looked at me and smiled. He knew I wanted him to win. It was the turn of our school to name the task. Ihlers knew I would not take him into a strange field. I selected the simple test of seeing which one of the two contestants could make the greatest number of legible figures in a minute. They were to start at a given signal and stop at the same signal. It did not take 30 seconds for Ihlers to show that he would distance that teacher if they both staid in the race to the finish. They were hardly half way through when the teacher threw up his hands and cried, "Hold, Enough!" But Ihlers went on with all his might until the "stop signal" was sounded. He saved the honors of our school. It was as interesting as a chariot race. It was as elevating and probably as instructive as latter day football. At any rate Ihlers was the hero and star actor at all our "ciphering matches" the remainder of that winter.

THE EVENING SKY IN EARLY WINTER

G. D. Swezey

The evening sky in winter is more than usually brilliant with conspicuous constellations. And to add to the splendor of the firmament, three of the planets of our solar system now shine out in the evening sky. Of these the most conspicuous is Venus, the brilliant "Evening Star" in the southwest. Venus has all the autumn been coming around from behind the sun and approaching nearer the earth; it swung out to its greatest distance east of the sun early in December and is now on its way to pass between us and the sun. Early in January it will reach its greatest brilliancy and will then be easily visible for a few days in broad daylight. Early in February it will pass between us and the sun, and be lost to view for a few days in so doing, and then will emerge from the sun's vicinity again to become visible, now as a "Morning Star."

The other two planets now visible are Mars and Saturn. They have been in the southern sky throughout the autumn and are now near together. Mars is the brighter and rather reddish. It will pass nearest Saturn on December 31st, when the two will be only about three degrees apart.

In the November number of the Journal the more conspicuous constellations and stars then visible were described and figured. Many of these are still present in the evening sky and several new ones have come up into view.

If one has learned to know the evening sky in autumn he will find that now the constellations with which he is familiar have all shifted westward. Those that then were overhead are now in the west; the eastern constellations have climbed high in the sky; while those that were near the western horizon have sunk out of sight, because the sun, in its apparent eastward journey among the constellations, has crept up into that part of the sky and rendered its stars invisible.

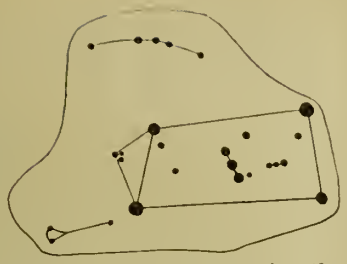
Accordingly LYRA is now close to the horizon in the northwest and Altair in AQUILA is just sinking out of sight a trifle north of west. CYGNUS lies above the western horizon a little north of west, the stem of its Roman cross nearly vertical. PEGASUS is a little south of west, half way up to the zenith, one corner of the square nearly downward.

The circum-polar constellations have also changed position materially since November. They have swung around the celestial pole as a pivot, in a contra clock-wise direction. URSA MAJOR, which was below the pole, has swung from under it to the right and is beginning to climb upward a little; CASSIOPEIA is still above the pole, but has shifted to the west of the meridian; while URSA MINOR, which then extended from Polaris toward the left, now hangs pendant below it.

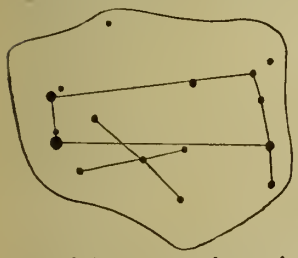
A little south of east lies TAURUS, the Pleiades near the zenith, the Hyades with Aldebaran a little lower; AURIGA lies a little north of east, two-thirds of the way up to the zenith, the apex of the big Isosceles triangle pointing south and a little down.

ORION, The Hunter, perhaps the finest constellation in the sky, is now a beautiful object in the

southeast, about one-third of the way up tothe zenith. A quadrilateral of bright stars marks the main outline; a vertical row of three stars forms the belt, while a row of three fainter stars at the right of the belt marks the sword. Orion is represented in many of the old constellation figures as in combat with the Bull, who is dashing madly at him; the faint line of stars shown at the top of the cut forms Orion's shield of rawhide, which he is interposing between himself and the enemy, while the three faint stars above his head form the uplifted club, drawn back to give the Bull his death blow.



At about the same altitude as Orion but a little north of east, lies the constellation GEMINI, The Twins; its two brightest stars, Castor, the upper, and Pollux, the lower, are at the north end of a quadrilateral figure, about as large as Orion; the other end of the figure lies about midway betreen these two bright stars and the head of Orion; finally, to be sure of the identification, note the X shaped figure of faint stars as shown in the cut.



A little north and east of the zenith lies PERSEUS, a scattered constellation rather difficult to recognize, but best identified as the figure of a hat such as the cut shows. The bright star above the hat is Algol, an interesting variable star whose brightness drops regularly from the second magnitude to fourth. in a period of a little less than three days; the obscuration lasts only a few hours; it is known to be due to the partial eclipse of the star by a dark satellite which revolves around it.

THE GRADUATE COLLEGE

Dean L. A. Sherman

It is expected that the faculty of the Graduate College, at its next meeting, will vote to reduce somewhat the residence requirements for the degree of Master of Arts.

Hitherto, the most favorable conditions under which an approved candidate might enroll, for the residence part of his work, were three summer sessions' attendance (fulfilling the residence requirement); a thesis, and such other work as might be required to complete the topic or subject attempted. Since the summer session has now been extended to eight weeks, it is proposed to account approved candidates to have fulfilled the requirements of residence on carrying full work in a satisfactory manner through two summer sessions.

It is not necessary to explain to the teachers of Nebraska the advantages now offered. The teachers of our state are known widely to be unusually aspiring. They are not generally content to seek or accept advanced positions without increase of expert and scholarly preparation. It is this spirit which has brought such a large number of professionally trained teachers to our academies and schools.

The writer remembers a teacher of Latin, in an eastern city, who knew only the first year's work in grammar and exercises, yet attempted to administer this same year's lessons to a select class of boys. He was constantly humiliated by the errors which his pupils, sons of educated men who followed their children's progress, detected and corrected in his work.

There is a like though less conspicuous unfitness in many schools. Too often teachers attempt to handle subjects that they have never studied, or seen taught. Once the graduate of a college applied to the writer for assistance: "I have been elected to teach literature in ——— high school," he confided, "and I have never taken any literary work." He seemed not in the least ashamed of his fraudulency.

There is something better than self-confidence in the teacher. It is the consciousness of standard preparation for his responsibilities. The physician has it, and makes it a matter of professional honor to secure it. The man who knows mathematics through calculus is not only the necessary "year ahead" of his trigonometry pupils, but is in a position to judge of real proficiency, as well as detect promise, and to stimulate talent to its proper future. The man who teaches Vergil should not only know something of Horace but of Homer, since he must stand, in his school world, for the classic age. To fail in this is not only personal shortcoming, but to be in default to one's generation, whose law is the law of selection as well as the law of service.

But the ideal of keeping just a year ahead of one's pupils is not the ideal of teachers in Nebraska schools. We are not level with English or German or French standards of professional preparation, but we are rising toward standards not less high. Many teachers who hold bachellor degrees are at work in our primary grades. The large majority of our secondary teachers recognize the need of a second or a third degree, and hope in time to compass it. It is not, with them, a question of ideals, but of opportunity. The Graduate College exists to furnish all that is possible, at public cost, of such opportunity. Since graduate courses were offered twenty-three years ago, perhaps two thousand first-degree men and women have studied here, most of whom could not have met the cost of graduate study elsewhere. We have trained a goodly number in classic and modern languages and in mathematics. Some have been helped to eminence through study in our laboratories. Teachers of history have been made acquainted personally wtih the processes of research. Men have been trained practically in economics. Many clergymen have enrolled for studies in philosophy, ethics, and sociology. Many degrees have been conferred for professional work in education. It is a record that seems to show that the demand for higher instruction in Nebraska is unusual, and is being met.

There were fifty-five graduate students in attendance at the last summer session. The University expects to see this enrollment greatly exceeded in 1910.

UNIVERSITY OF ILLINOIS

INSIGHT: ITS DEVELOPMENT BY THE TEACHER OF LITERATURE

F. A. Stuff

III.

Wordsworth's experience in seeing "into the life of things" previously considered suggests a close relationship between the emotional content of sense-images and a developed insight. In his boyhood days Nature richly furnished his soul with potential forces. Of that experience he wrote:

"I cannot paint
What then I was. The sounding cataract
Haunted me like a passion; the tall rock,
The mountain, and the deep and gloomy wood,
Their colours and their forms, were then to me
An appetite, a feeling and a love,
That had no need of a remoter charm,
Unborrowed from the eye."

Little by little the sensuous joys of life performed their task. Then a finer instinct enabled a clearer discernment of the emotional content of the powerful sense-images which had become a part of his consciousness. It was the evolving imagination in the process of enlarging the poetic consciousness. Interpreting this new experience he wrote:

"That time is past
By thought supplied, nor any interest
And all its aching joys are now no more,
And all its dizzy raptures. Not for this
Faint I, nor mourn nor murmur; other gifts
Have followed, for such loss, I would believe,
Abundant recompense. For I have learned
To look on Nature, not as in the hour
Of thoughtless youth, but hearing oftentimes
The still, sad music of humanity,
Nor harsh nor grating, though of ample power
To chasten and subdue."

Experiential knowledge and feeling attracted associational knowledge and feeling and year by year the poet's vision widened until his consciousness seemed to become an open channel for the world consciousness. Thus again the miracle of the solidarity of the human and the higher consciousness was wrought. Interpreting this greater vision he wrote:

"And I have felt
A presence that disturbs me with the joy
Of elevated thoughts; a sense sublime
Of something far more deeply interfused,
Whose dwelling is the light of setting suns,
And the round ocean, and the living air,
And the blue sky, and in the mind of man;
A motion and a spirit that impels
All thinking things, all objects of all thought
And rolls through all things."

The power to discern the invisible spirit of poetry in the facts of environment and recognize the unity of all consciousness is a form of developed sensibility. For want of a better term it may be called poetic insight. When Wordsworth began to share it with other minds one of the dominant elements of the poetic consciousness appeared. It was the idyllic quality of his seeing and saying. The charm of his simplicity has been universally recognized. He valued knowledge but did not live by it alone. Through feeling he found the greater issues of life. In voicing this idyllic seeing he said:

"Thanks to the human heart by which we live,
Thanks to its tenderness, its joys and fears,
To me the meanest flower that grows can give
Thoughts that do often lie too deep for tears."

It is not difficult to understand how a privileged mind in Wordsworth's station might experience poetic insight and enrich the lives of his fellows because he possessed the power to see and say in degree. The right development of such a privileged soul is a great problem. But the real development of the less privileged soul is a greater one. This involves the question of the latent power of the unprivileged mind.

Sometime ago while spending a vacation in Colorado a man of the privileged class met a stalwart son of the mountains. The cultured man was so impressed by the experience that he included it in a widely published account of his mountain climbing in Colorado. "The tall, bearded miner in jack-boots," so the writer visualized him. had struck it rich in something in New Mexico. He had decided to spend the rest of his life there. But the hold of the mountains was firm upon him, and he had come up out of the lower land to be with them again for a little while before he settled in his new home. "We neared," says the writer, "the top of the pass we had been ascending and the 'mother range' of the Rockies burst into view,—stupendous pyramids, red, brown, purple-gray, streaked and fielded with white, gaunt, near and sudden in the thin air. The miner looked up at one peak, fourteen thousand feet, its vast snows steaming with cloud; then turning with a half-smile, he said, 'Stranger, thar's where I first dug dirt. That old mountain was my first love. And I've come back here to kiss her bosom before I go.'"

It is a pretty safe conjecture that the poetry of books had never been administered to that rugged mountain giant. There had been no middleman between his soul and the invisible charm of the divine on that "mother range." Crudely but certainly he had somehow come into the possession of his own. He could see and feel the emotional aspects of his environment. When he interpreted his sensibility the charming simplicity of his insight did not differ in kind from the idyllic quality of that of the privileged mind of a poet laureate of England. In an unforgettable experience the miner's cultured companion, as he himself recorded, discovered that a tower of brawn and muscle could contain poetic feeling however much he may have lacked a developed poetic insight. In substance the writer's query was: "What might have been the enrichment of life had that latent power been developed?"

There are some indications that teachers of literature are beginning to realize that poetic insight is a potential energy of the normal mind and ought to be developed. They are rapidly taking common ground concerning what constitutes the most vitalizing work of the teacher of literature. The following utterances are indicative:

"The chief effect of literature should be to inspire, and by 'inspirational,' as applied to teaching, I mean that presentation of literature which best secures this end. * * * The word, clumsy as it may seem, does express the real function of art, and the only function which may with any profit be considered in the earlier stages of the 'study' of literature. The object is to make the children care for good books; to show them that poetry has a mean-

ing for them; and to awaken in them—although they will be far from understanding the fact—sensitiveness to ideals. * * * Any training which opens the eyes to the finer side of life is in the best and truest sense inspiration; and it should be the distinct aim of the teacher to see to it that whatever else may happen, in the lower grades or in the higher, this chief function of the teaching of literature shall not be lost sight of or neglected." (Talks on the Teaching of Literature, Bates, Arlo, Boston, 1906.)

"It is human truth that is the great subject of literature; it is the scene and play and fortune of life itself; and to substitute literary history for it, as a matter of lives, dates, periods, movements, and styles, and social and political phenomena and the like, is as if in art one were to read manuals and catalogues and theories of perception instead of looking at pictures and statues. It is true that the education of the eye and heart by contemplation of visible beauty is a subtle thing; so is the education of the soul by literature; but it is a very real thing, well-nigh omnipresent in life; and it issues not in information about the thing, but in insight into life and fate, in sympathy with whatever is human, in apprehension of what seems the divine,—issues, that is, in the greater power to live. This, and not mere instruction, is the end of literature; and this, and not mere information, is the end of literary study." (The Appreciation of Literature, Woodbury, George E, New York, 1907.)

The conclusion is obvious. The development of the power to see and to nobly interpret the emotional aspects of environment is the chief work of the teacher of literature. The question, "What are the most natural means of accomplishing the task?" is a vital one.

NEBRASKA HIGH-SCHOOL DEBATING LEAGUE

M. M. Fogg

Sixty-one high schools now hold membership in the Nebraska High-School Debating League, organized two years ago with thirty members. Twenty schools joined this fall. These new members are as follows:

Ashland	Grafton	Rushville
Broken Bow	Gordon	Seward
Clay Center	Gothenburg	St. Edward
Creighton	Holdrege	Trenton
David City	McCook	Verdon
Franklin Academy	Nelson	Wayne
Fullerton	Randolph	

The other forty-one members are:

Albion	Friend	Pierce
Atkinson	Geneva	Plattsmouth
Auburn	Hastings	Ravenna
Beaver City	Hebron	Sidney
Blair	Humboldt	South Omaha
Bloomington	Kearney	Stella
Central City	Loup City	Syracuse
Chadron	Minden	Tecumseh
Crawford	Nebraska City	University Place
Edgar	North Platte	Valentine
Fairfield	O'Neill	Wahoo
Fairmont	Ord	Weeping Water
Falls City	Osceola	Wymore
Fremont	Pawnee City	

In preparation for the third annual contests which end with the state champion debate on High School Fete Day in May, work has already begun in the eleven districts in which the League is, for convenience, divided—the Central, Eastern, East-Central, Northern, North-Central, Northwestern, Southern, Southeastern, Southwestern, Western and West-Central. The first series of district debates is to be held not later than March 1. Whether or not labor unions are, on the whole, beneficial, is the subject for debate.

The Debating and Public Discussion division of the University Extension Department of the University is to give League schools systematic aid this year in gathering material on the question. A school may get, at actual cost, an abstract, made by a trained reader under the supervision of the League president, of any book or article accessible in Lincoln. The University Library, the Legislative Reference Library of the State Historical Society, and the State Library are also loaning material.

NEBRASKA'S INTERCOLLEGIATE DEBATES, 1909

In the fourth annual contests of the Central Debating League on December 10, Nebraska and Wisconsin each lost both debates—Nebraska to Minnesota at Lincoln and to Iowa at Iowa City by two-to-one decisions; Wisconsin to Minnesota at Minneapolis and to Illinois at Madison by two-to-one and unanimous verdicts respectively. Iowa also defeated Illinois. Nebraska had won unanimously from Iowa in 1907 and had lost to Minnesota by a split decision in 1907. The question was as follows: "Resolved, That a graduated insome tax with an exemption of incomes under $5,000 per annum would be a desirable modification of our system of federal taxation."

Team Against Minnesota

Herbert W. Potter, 1910, Omaha.
John L. Rice, Law 1910, McCook.
Joseph T. Votava, Law 1911, Edholm.
Byrne C. Marcellus, 1911 (Alternate), Lincoln.

Team Against Iowa

Ben M. Cherrington, 1911, Omaha.
Stuart P. Dobbs, 1909, Law 1911, Beatrice.
George N. Foster, Law 1911, Sterling.
Horace E. English, 1913 (Alternate), Lincoln.

To Nebraska's six speakers will be awarded the six $10 Alumni Prizes for Intercollegiate Debaters offered by former Governor George Lawson Sheldon, '92, for those students "who attain the highest excellence in argumentation and debating as evidenced by their appointment to represent the University in the two intercollegiate debates."

The judges of the Nebraska-Minnesota debate were Prof. Frank H. Garver (History), Morningside College; Prof. H. C. Standclift (Political Science), Cornell College, and Prof. Elmer A. Wilcox (Law), University of Iowa. The judges of the Nebraska-Iowa contest were Prof. James W. Garner (Political Science), University of Illinois; Dean O. A. Harker of the College of Law, University of Illinois; and James Gray, editorial writer on "The Minneapolis Journal."

Prof. Fred M. Fling (European History) and Judge S. H. Sedgwick of York were judges of the Minnesota-Wisconsin debate at Minneapolis. Prof. Taylor was selected, but was unable to attend. Prof. Edwin Maxey accompanied Nebraska's team to Iowa City.

Governor A. C. Shallenberger, introduced by Chancellor Samuel Avery, presided at the Nebraska-

Minnesota debate in Memorial Hall, and spoke on "Debate in a Democracy." The audience numbered 500. The largest high-school delegation from outside the city was Ashland's fifteen.

In investigating the income tax question the members of the seminary received valuable aid from lectures by Prof. George E. Howard, Prof. W. G. L. Taylor, Prof. G. O. Virtue, and Mr. Albert Watkins, and from conferences with Senator Norris Brown of Nebraska and Senator Gore of Oklahoma.

HORTICULTURE IN RURAL SCHOOLS

Adjunct Professor V. V. Westgate

Lesson V.—The Propagation of Perennial Herbaceous Plants

By a perennial herbaceous plant we mean a plant which is killed to the ground each winter, but which sends up new shoots the following spring. Among our flowering plants, the peony, hardy phlox, hardy poppy, larkspur and columbine are good examples. The rhubarb and asparagus are vegetable crops belonging to this class.

Although we find that it is possible to propagate some of the perennial herbs in different ways, yet there is only one common method which is used for the group as a whole and that is propagation by "division" or "division of the crown."

If you will examine the roots of any of the above plants—or others of the same type—you will find that the roots all center at a large crown portion. Upon further examination, you will find that this crown portion contains a number of "growing points" or "buds." Each one of these buds is capable of producing a new plant if taken from the parent plant and subjected to proper conditions. In propagating a new variety where we have only a few plants to divide we can separate the roots into as many parts as there are buds. However, if new strong plants are desired as soon as possible it is better to leave several buds to each root portion.

For pupils: Take your class out and show them this practical method of propagation in detail. Almost any neighboring farmer will be glad to have you transplant some of these plants for him in his garden.

Have the scholars dig up a few clumps of asparagus and rhubarb. Let them note the age of the various plants—the older ones should have larger crowns and more developed root systems. Show the class how to divide the roots for propagative purposes and let them set out some of the separated portions. Explain to them how each one of these pieces will produce a new point like the parent plant from which it is taken. Try to bring up as many questions as possible to keep up their interest in the work.

After studying these vegetable herbs, take the class over to the flower garden and observe the characteristics of the peony, hardy phlox, columbine, etc. If possible, dig up a clump of these various plants and study the root systems.

In order to continue interest in this work, have each pupil write up a list of all the perennial plants which are propagated in the above manner. They should be able to make quite an extensive list by examining garden catalogues and consulting with their parents. Have them bring these lists to class and figure up the total number of such plants that one or another has found.

Lesson 6—The Preparation of Bulb Beds.

Our spring flowering bulbs, such as the hyacinth and tulip, are set out in the fall in order to get the early blooms. A simple method of preparing one of the bulb beds is as follows: In the fall, before the ground freezes, dig out the soil to a depth of six inches where the bed is to be made. If possible, put a layer of sand an inch in thickness in the bottom of this bed. Now place the bulbs in position on the sand, putting large bulbs like the hyacinth six inches, and smaller tulip bulbs four inches apart. Carefully cover the bulbs with four inches of well-pulverized soil and on the top of this put a layer of straw so as to prevent the bed from alternately freezing and thawing in winter. In spring this covering should be gradually removed when the first warm days come.

Teacher's work with pupils: If possible obtain some tulip and hyacinth bulbs and make a bed of each. Tulip bulbs cost about two cents and hyacinth bulbs about five cents each. The pupils will, no doubt, be glad to put a few cents into a collection for purchasing a few of these bulbs. After obtaining the bulbs, let the scholars plant them under your direction, using the method of planting which has previously been given in this article. In case you cannot get these bulbs, explain the method of planting to the class so that those who wish may try preparing bulb beds at home.

Bulbs which are planted in the fall develop roots during the late fall and early spring by using food material that has been stored up in the bulbs. As soon as the ground warms up in the spring, a top growth results and the flowering shoots are produced.

In placing bulbs in the bed it is important to get them at the same depth in order that the blooming shoots will develop on all about the same time.

Explain these various things to the class and have them take notes on the planting work which they can refer to again in the spring when the beds commence to bloom.

AGRICULTURE IN RURAL SCHOOLS

Professor C. W. Pugsley

The teacher should not forget to take some pains to equip her school library as was mentioned in the opening remarks. Let her be sure to send to the Experiment Station of her own state for available bulletins, and she should ask that her name be placed on the mailing list. It would be well also to write to the other stations close, and by all means get the list of publications from the United States Department of Agriculture. She will need these bulletins in her work from time to time not only in the preparation of her own lessons, but also to use as reference books for the students. For her immediate use she should have on hand a number of bulletins relating to the selection of seed corn, cultivation of corn, and the preparation of seed beds. She will find several splendid ones listed. It would be well for her also to have in her own private library, if she has no means of securing them for the school library, the books mentioned in the first lesson. Unless she has had training in agriculture she will find that even one class per week will require some time and thought in the preparation of her lessons. She should keep in mind that she is not trying so much to teach the pupil the things which will help him to make more money, but that she is dealing with young minds, and should help them to see more of the beau-

ties which surround them every day. It should be her endeavor to interest them in things which have heretofore seemed common-place. If she succeeds in doing this she will have aroused such an interest that the practical and scientific side of the agricultural education will be acquired when the student has become a little older. I do not mean, of course, that the things which she will tell them will not be of practical benefit to the students themselves and also to their parents, but that this should not be the whole aim of the lesson which she is giving them.

In Lesson IV, published in the last issue, there was given a list of things which should be included in solving the question of raising good corn. I think we will adopt that list as our outline of work for the next few weeks. Perhaps if this were arranged in the logical order we might put the kind and the preparation of soil first, but because this is the fall of the year when the selection and care of seed should be given special attention, I think we will use the list exactly as it stands.

It would be well to have a supply of score cards printed such as is given in Lesson V. A large enough supply should be printed so that each student will have a number with which to work.

Lesson V.

Selection of Seed Corn.

There are a few questions which are more important and more interesting than the question of the selection and care of seed corn. The ordinary way, I am afraid, is for the farmer to select his corn in the spring from what he has left in the crib. This is a very poor way for him to do, because the seed has been subjected to the freezing and thawing of the fall, winter and spring, has been piled up in such a manner that it has not had an opportunity to dry out thoroughly, and has been in such a position that mice, rats and many other enemies have had abundant opportunity to lessen its value.

Other farmers in the state who are more careful about their corn crop pick out the good ears as they are unloading the wagons in the fall. They put these aside and then re-select in the spring. This is a much better way of selecting seed. Call the attention of the pupil to how this may be done profitably. Show them the importance of taking the very best care of this seed after it has been selected.

Still other farmers have boxes fastened on the side of the wagon into which they throw the good ears as they are husking. This perhaps gives them a better chance for they hold every ear in their hand and see every ear before it goes to the wagon. I have seen experienced farmers who husked just as much corn and yet could save every first class ear, because they did not have to stop to study an ear to tell whether or not it was good. Their studying had come before they went to the field, and the moment their eyes and hands fell on a good ear they would toss it into the box instead of into the wagon.

Still other farmers go through the field before the corn is husked and pick out the ears which are to be saved for seed. This is probably a still better way, for the farmer can see the seed in its environment. He can find out whether an ear is better because it has better ground or whether it is better because there are fewer weeds or thinner stands in the vicinity. If the ear is better because it has power to produce a better ear under circumstances which are normal and not exceptionally good, then the chances are the ear will make a good seed ear. The farmer also has the privilege of noting the size of the stalk and the height of the ear on the stalk, both important points.

Still other farmers, who are more painstaking, save out each spring 10 or more of the very best seed ears that they have—planting the seed thus obtained at one side of the field. They then pick out their seed from this patch, planting the next year the best of these.

Still others will take the best of their ears and plant them in an isolated patch, giving a row to each ear, only planting a portion of the ear and saving the rest for next year. This is called the ear-to-row method of corn breeding; and is one which the teacher should study and explain to her pupils. In the fall when these separate rows—every one grown from a separate ear—are harvested and weighed the farmer is able to tell the yielding power of those particular ears of corn, and as he has saved the larger portion of the ears he can plant the best ones of these in a patch by themselves, and the next year produce seed which is produced only by high yielding ears. Here is an opportunity to give the student a little insight into some of the things which a farmer may do for himself in the way of scientific agriculture.

Exercise No. 5

Have each student bring 10 ears of corn to the school house. Ask him to select what he considers the best 10 ears that he can find. These are to be used in the judging work which will be started very soon. This will also give you an idea of what the student considers a good ear of corn. Have him write out a brief essay of not more than 200 words, telling why he considers the 10 ears the best he could find.

Lesson VI

Selection of Seed (Continued)

One thing which the teacher should take up is the question of different varieties of corn. For this purpose she should have a number of different varieties on hand. It will probably not be possible for her to tell which is the best variety for that community, as there are very few places in the state where several varieties will not do well. The best way to select a variety is for the farmer to try certain ones which have succeeded well with his neighbors. In this way he can probably find the one which is best adapted to his particular soil. Of course, there are some varieties which would not be adapted to this section of the state at all; for instance, it would probably be unwise for a farmer in the southern part of the state to grow the little 90-day corn, or the Pride of the North and Minnesota No. 13, which will succeed splendidly in the northern part of the state. Likewise, it would probably be foolish for a farmer in the extreme northern part of Nebraska to attempt to grow Hildreth's Yellow Dent, or some variety of southern corn which is extremely large and which requires a long growing season. It is wise, without a doubt, to secure seed from the immediate community, if possible, rather than to send it to some section where the soil, the climate, and the rainfall are different. The farmer who is buying his seed will do well to insist on it being delivered to him in the ear. Then he can

make certain that each ear is a good one. If it is shelled, he knows not what sort of an ear has been used.

Let the teacher tell the pupil that at most of our corn shows the corn is judged in accordance with what is known as a score card. There are many different kinds of score cards, but if they are carefully analyzed they will be found to contain about the same number of essential points and these in about the same proportion. The score card is only a means to an end. It is very useful in teaching students the relative importance of the different points of the ear. Very few expert judges actually score the corn in determining the best exhibits, but if the exhibits are scored the general ranking of the judge will be found to coincide with the scoring.

Let it be borne in mind that nobody knows absolutely what is the best type of an ear to select. What we have to do is to take the consensus of opinion on this matter. It is altogether possible that the type of an ear which will take the prize at a corn show twenty-five years from now will not be like the one which takes the prize at the present time. That is not a point against the score card. It is simply an indication, if such comes to pass, that men are thinking and studying and perfecting their methods. The score card of today is the embodiment of the best things that are known about an ear of corn and for that reason it is safe to teach these things to the student. Although future experiments may show that some of these things are wrong, if the student learns to study and to think he will be able, after discoveries are made, to adapt them to his particular needs, and these discoveries will be made so gradually that he will not know when the type of ear has been changed.

SCORE CARD FOR CORN

Variety Name.....

	Value	No.	No.	No.	No.
Uniformity of exhibit..	10	.....	.....	.....	.....
Shape of ears.....	5	.....	.....	.....	.....
Color of cob.....	5	.....	.....	.....	.....
Color of kernels.....	5	.....	.....	.....	.....
Market conditions.....	10	.....	.....	.....	.....
Tips of ears.....	5	.....	.....	.....	.....
Butts of ears.....	5	.....	.....	.....	.....
Uniformity of kernels..	10	.....	.....	.....	.....
Shape of kernels.....	10	.....	.....	.....	.....
Space between kernels.	5	.....	.....	.....	.....
Weight of grain.....	25	.....	.....	.....	.....
Total	100	.....	.....	.....	.....

Student's Name..... Date.....

Accompanying is the score card used in the Nebraska School of Agriculture, with the rules for judging the exhibit of corn. The points of importance which are given on this score card will be taken in their order and discussed in succeeding lessons. In the meantime it would be well for the student to learn this score card so that he could put it on the board from memory, giving the relative value of each particular point.

Rules for Judging the Exhibit of Corn

Uniformity of Exhibit—The ears in an exhibit should be similar in size, shape, color, and indentation. For each ear deficient in these respects, cut the exhibit one point.

Shape of Ears—The ears should be cylindrical or nearly so. Cut the exhibit one point for each ear deviating from this requirement.

Color of Cob—The cob should be uniformly red or uniformly white. For each white cob in an exhibit in which the red predominates, cut the exhibit one-half point. Do the same for each red cob in an exhibit of white cobs.

Color of Kernels—For each white crowned kernel in a yellow or red variety, cut the exhibit one-tenth point. For each yellow kernel in a white variety give the same cut.

Market Condition—The corn should be well matured, firm and sound. For each ear deficient in these respects, cut the exhibit one point.

Tips of Ears—The tips of ears should be covered with regular uniform kernels. Add together the lengths of protruding cobs on all ears of the exhibit and cut at the rate of one-half point for each inch.

Butts of Ears—The rows of kernels should be even and swell out beyond the end of the cob. Cut the exhibit one-half point for each poorly filled butt, and one-fourth point for each flat butt.

Uniformity of Kernels—The kernels should possess similar characters. Cut the exhibit one point for each deficient ear.

Shape of Kernels—The kernels should have a wedge shape on the broad side, and on the narrow side the edge should be parallel. Cut one point for each objectionable ear.

Space Between Kernels—The rows of kernels should not be more than one-thirty-second of an inch apart at any part of the row. If more than one-sixteenth of an inch cut one-half point, if less than that but more than one-thirty-second, cut one-fourth point for ear.

Weight of Grain—The weight of grain of an average ear should come up to the following requirements:

Length of ears 12 inches and over, weight of grain 17 ounces.

Length of ears 11 to 12 inches, weight of grain 15 ounces.

Length of ears 10 to 11 inches, weight of grain 14 ounces.

Length of ears 9 to 11 inches, weight of grain 13 ounces.

Length of ears 8 to 9 inches, weight of grain 11.5 ounces.

Length of cars 7 to 8 inches, weight of grain 9.5 ounces.

Length of ears 6 to 7 inches, weight of grain 8 ounces.

For each ounce below the number required by an ear of given length, cut the exhibit two points.

THE LIBRARY OF THE UNIVERSITY OF ILLINOIS

ALUMNI EDITION

The University Journal

Devoted to the Interests of the University and of Education in the State of Nebraska.

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ALBERT FRED WOODS, A. B., '90, A. M., '92

Dean of the College of Agriculture and Director of the Experiment Station, University of Minnesota

OF THE UNIVERSITY OF ILLINOIS

ALBERT FRED WOODS

Dean Woods was born at Belvidere, Illinois, December 25, 1866. His early education was obtained in the public schools of Downer's Grove, Illinois. When his parents, Fred M. Woods and Eliza O. Woods, moved to Lincoln, he entered the University of Nebraska, from which he graduated in 1890. Upon graduation, he became Professor Bessey's assistant, and at the same time carried on investigations, leading to the master's degree in 1892. In 1893, he left the position of assistant botanist at the University to become Assistant Chief and First Pathologist in the Division of Vegetable Physiology and Pathology in the Department of Agriculture. On July 1, 1901, the botanical work of the Department of Agriculture was organized into the Bureau of Plant Industry, of which Dean Woods became Assistant Chief and Physiologist and Pathologist. In this position, he has served up to the present time, when he leaves to accept the deanship of the College of Agriculture and the directorship of the Experiment Station at the University of Minnesota. In 1905, he went as a delegate of the United States to the International Institute in Rome, and also to the International Botanical Congress at Vienna. Among the various scientific societies in which he is a member are the following: The Botanical Society of America, Deutsche Botanische Gesellschaft, American Association for the Advancement of Science, Botanical Seminar, Botanical Society of Washington, Washington Academy of Science, and the American Phytopathological Society.

Dean Woods' service at Nebraska showed him to have teaching qualities of the first rank. It is still a delight to recall the days of his instruction in the department of botany, and to recognize that its charm lay in the spirit of independence and first-hand study which was constantly fostered. One did not feel that he was being taught so much as he felt that he was being given every opportunity to learn. It was this sympathy and insight which characterized the department at all times, but never more than during this period. Beyond question, it has been these qualities which have caused the department to produce more working botanists than any other department in the country.

Before leaving Nebraska, several researches, notably those on transpiration and the internal temperatures of plants, had been completed, and gave abundant evidence of ability to push the investigation of problems well beyond the frontier. In the earlier years of the Washington work, these were followed by other contributions upon physiological activities. With the marvelous development of the Bureau of Plant Industry, however, the work of development and administration grew to such a degree that investigation had to be abandoned in large measure. Whatever personal sacrifice this entailed, the scientific gain has offset many times. While Germany has been the leader in most lines of the scientific study of plants, even the Germans themselves are forced to admit that the Bureau of Plant Industry is the largest and most efficient machine in the world for the investigation of botanical and agricultural problems. That this is true is due in very large measure to the work of one man. It is a scientific achievement of the first rank, particularly in view of its accomplishment by a young man, who has a much greater period of service before him.

It is great good fortune for the University of Minnesota that a man of such personality and of such scientific attainments has taken the direction of its agricultural work. The opportunities for the development of scientific agriculture and of agricultural education are nowhere greater, while the material resources and the good-will of the people leave little to be desired. A knowledge of the man who will do this work permits no doubt of the success which will attend it. A scientist of distinction, a teacher of breadth and thoroughness and a man of charm and sincerity, the new dean has before him possibilities of achievement even greater than those in the place where he has done so much.

Higher Education and Country Life

A Convocation Address by Regent George Coupland

I should do violence to my feelings if I counted myself other than privileged in being permitted to meet with you who represent the life and ideals for which this University stands, and to discuss a subject which I believe is of great importance to the state and nation. Since my official connection with this institution, the love which I bore it before has been greatly deepened, for I appreciate more and more the ability and fidelity of those who are carrying on the work of the colleges and departments of this seat of learning. To share in the great task of planning and caring for the intellectual needs of our people is a privilege I cannot value too highly, for out of this institution must go the compelling and energizing power which will move those forces destined to work out the ultimate good of our State.

When we notice the evident attraction that the forces centralized in the natural kingdom and associated with life upon the land, have had for the economic, scientific and esthetic investigations of the past decade and the apparent desire to increase rather than relax these inquiries, it opens for discussion a topic of a most interesting and important character. When we find the best thought, the keenest scientific research, the anxious economist, the idealistic devotee and the practical altruist, all setting their faces toward the country, with the evident desire to co-operate with the forces incident to the land and the life upon it, we instinctively ask whether the country demands such attention and affords a field congenial for the operation of these allied interests. Not many years ago there was an indifference as to what was taking place upon the farms of our land. True there have ever been those whose loves were in the country and who could not be estranged from the influence of hill and dale, wood and rill; yet the majority of those called cultured and intellectual failed to understand their relation to the land and the life upon it, and the reflex influence these forces have on national activity and perpetuity.

That a change has passed over our land augurs well for the future. The giant of human thought and activity is awake and on his feet. He is not confining himself to crowded centers, but he has betaken himself to the rural districts and is becoming more and more inspired and invigorated by the coun-

try air. This interest is not confined to our own country, but is among all thinking peoples of the world. The food, clothing, housing, and provision for the demands of man's higher nature are arousing and receiving the attention of all interested in world betterment. Especially are we gratified at the advancement made in North America, both by our own people and our neighbors north and south, along the lines of conserving natural resources as well as putting to a more severe test the productive ability of our soils. Writers frequently draw our attention to the vast store of products which are continually being gathered from the harvest fields of different countries. The reciprocal interest each nation takes in other nations is begotten of the fact that there is a community of interest in the whole world. Should the crop of cereals in Asia, Argentina, Australia, Africa, or any of the European nations be extra large or extra small, the influence is felt in in the United States. The pulse of the nation's commercial activities beats fast or slow as the land gives or withholds. At the very base of world activity lies crop production. A nation may possess land in unlimited quantity; yet if the forces held in its keeping are not set to work, very little value attaches to such a possession.

On the careful and intelligent use of our national possessions depends the general welfare. The different agencies at work to secure this result are very divergent, yet they have converging lines. A study of the activity of the vast systems of land and water transportation shows at a glance the entire dependence of these branches of world wide business upon the forces which are operating upon and in conjunction with the land. Short crops, empty cars, and dead locomotives mean idle men. To the investor who has supplied the money to construct railroads and ships, a dearth of products to carry means a failure to yield dividends. The reverse of this sets the vast machinery in motion and its vibration is felt all over the land. Little wonder, then, that the thinking forces which are in control of the railroads and kindred institutions realize their absolute dependence upon the agricultural prosperity of the land. The old-time arrogance of the managers of transportation is passing away, and the recognition of the inter-dependence of producer and carrier is helping the development of our agricultural resources.

How the world's inhabitants are to be fed, clothed, and taken care of, is exercising the best economic thought. Population is increasing rapidly. It seems that crop production has not kept pace with this increase. That this cannot go on indefinitely without serious results to the consumer, is felt to be true. Already do we hear rumblings along the horizon. Urban population says food and raiment are becoming too costly. Then, too, if our surplus for export is less, our international reckonings will not look favorable.

That the products of the soil have supplied the means to build the cities and have fed and are feeding those who have done the building; and, that they have been and are furnishing the energy to keep active the manufacturing and commercial interests of our populous centers, are well recognized facts. Should we wonder then at the very manifest interest being shown in agriculture by the best thought in manufacturing and commercial life? These interests are so interwoven with crop production that to separate them would be to kill them. The continuous flow of useful and usable wealth from the land is the life blood of the nation. Agricultural products are basic. After these follow the demand for coal, iron ore, and the other metals the world is now using. The rarer metals would have little or no value if it were not for the natural products of the soil, which use these as a medium of exchange between producer and consumer. A vital connection, in a material sense, exists between the land and the various commercial activities of the world, but there is a more far-reaching power exerted by country life upon that of the nation than the material linking of interests. The influence upon the physique and mentality of our population, as well as the idealistic inspiration, directly traceable to rural life, are elements that play a most important part in helping to renew the body politic. The most vigorous body is grown in the country amid favorable conditions for its development. Physical organism is imperative in its demand for the things which are incident to country life. In England the military authorities are bewailing the fact that there has been a gradual decrease in physical stature and ability since the rapid exodus from rural to urban districts. Not merely are the men smaller in stature but they are degenerating in stamina and vitality.

The cry "back to the land" means a stronger and healthier nation. We cannot emphasize too much this phase of rural life, for this reason of itself is sufficient to excite our interest and set us to work helping to bring about the desired end. It is conceded that the country is supplying the city not merely with the stalwart of body but the stalwart of intellect, and that the stream of mentality converging in the city has its source in the rural districts of the nation. Not alone do the congested centers call for bread, but they demand, at an ever increasing rate, mental and intellectual power. That urban life is recognizing where its supplies of mental energy largely come from, is a most encouraging omen. It means concerted effort to keep open the channels of supply and make productive the intellectual fields of our rural districts.

The fact that in our own country soil products have not kept pace with increase of population, and that if this is continued the time will come when we shall not raise sufficient food for our people to eat is the cause of very proper anxiety. We have found that our production per acre, as compared with the countries of the old world, whose lands have been tilled for centuries and the potential fertility of which is not nearly so rich as our own, even with our more favorable climatic conditions is much less abundant than theirs. As the trend of population has steadily been westward, and as the virgin prairie and woodlands have been brought under cultivation the thought of the cultivator has apparently been to get out of the soil all he could, giving little thought to its future ability to yield crops. In many cases one might call it actual robbery and in others a very serious interference with the economy of nature. The agencies now at work which have in view the regaining of what we have lost, also the prevention of further carelessness and waste, together with the effort to secure maximum instead of minimum results, will not merely stem the tide of national waste but will make us self-supporting and give us a little surplus for international barter.

In analyzing the varied agencies at work for the betterment of our agricultural interests, we realize the immensity and intricacy of the machinery nature has in use and the laws that govern her workings. This fundamental principle stands out—

that human effort must be in harmony with natural law. Therefore it is quite evident that the academic and collegiate work along special lines in training young men and women for life upon the land is of primal importance, if we are to do that for which we hope. The owner and cultivator of the soil must assist by intelligent effort the natural forces, active or potential, which are held in the soil's keeping. To do this requires special preparation. Unquestionably the most important task the nation has before it today, even from an economic standpoint, is the training of expert and enthusiastic men and women whose life's aim is to become cordial and efficient co-workers with the forces ever at work in the natural world.

In our own country there are many thousands of young people being thus prepared, but the percentage, compared with total rural population, is woefully small. Take Nebraska, for instance. Although a very large proportion of our people live upon farms, not more than seven hundred of its young people are being given the special preparation their occupation calls for. The nation's best interests demand that immediate provision be made for securing and operating the machinery necessary to prepare the most expert hands and skillful minds it is possible to give back to the land. Perhaps, as one has suggested, it would be putting our money to better use than the building of so many battleships. We need engines of construction rather than destruction. It is absolutely necessary in the reconstruction of national resources to have skilled and efficient workmen. Our plans may be ever so elaborate and be drawn with scrupulous care, yet if the building is to appear, the skilled constructor is necessary.

We are taking special pains to let the people know what the agricultural colleges are doing, so that some of the practical results of investigation and experiment can be turned over to others for duplication and even greater multiplication. During the past decade some of the keenest minds have been busy investigating the operations in nature's laboratory, if perchance they could find out how the dovetailing of her methods into those of human desire and effort will give the largest amount of efficiency.

The violation of the laws of fertility in this country has been wilful as well as ignorant. As the soil robbers' methods have become more and more evident by a lessening of plant growth upon the land depleted the services of the soil chemist and physicist have been requisitioned. The case has been diagnosed and the remedy prescribed. Some times the trouble is organic; generally it is merely functional. Of course where the mineral supply has not been very abundant and a system of cropping carried on without the replenishing of this mineral matter, it means if crops are to be grown upon the land again the elements of plant food must be supplied. The chemist has devised a plan whereby we can assist by our effort and supply sufficient mineral matter to raise maximum crops.

In the building up of the body of the plant, a very large percentage of material comes from air or water. Perhaps some of the most interesting revelations in regard to just how the process of plant building goes on have been brought to light during recent years. It has been proved that our methods of tillage and cropping, on the whole, have not been in accordance with the laws which govern fertility, and that while England and Germany have been steadily increasing their yields of wheat, we raise considerably less than half the bushels per acre they do. This is the result of a foolish or negligent inattention to the laws of nature. To regain and increase the ability our virgin lands possessed, we must follow out a careful and methodical crop rotation. We must link earth and sky by growing those crops which will supply the elements most in demand by plants. The English and the German people have nearly one-third of their tillable lands in rotative grasses or clovers; not merely are these crops productive and valuable in themselves, but they help to supply the needs of future crops of cereals or roots. We have seen this system tried by intelligent farmers in different parts of our own country, with a doubling and even trebling of yields as compared with their neighbors over the fence.

The work in bacteriological investigation which has revealed some of the ingenious arrangements existing between the different micro-organisms which live in the soil and the plants which grow upon it is having a very powerful influence upon an intensified agriculture. How to render it the most congenial for these little fellows to live and to provide them with the food, to secure their multiplication and greatest efficiency, in fact to assist and not to interfere with their growth or work is what these men are seeking to do.

The remarkable progress made in plant breeding is a most powerful stimulus to a progressive agriculture. Perhaps in no one department of natural science has a greater or more useful work been done. The quick response of plant life to the intelligent desire of man to assist it to a greater usefulness, the elimination of the poor and the multiplication of the generous yielder, bespeak for us a wonderful future.

I would like especially to emphasize the all-around interest which this University has in the proper development and operation of the different agencies which must be put to work if the natural forces which control production and minister to the personal life and ideals of the people who live upon the land, are to fulfil the obligations they have the inherent ability to perform. Here it becomes obvious that knowledge is power. When we think of the overlapping interest which all the natural sciences have in a perfected agriculture and how the cultural side of education opens an avenue along which the skilled agriculturist can travel, enabling him to take joy in the idealisms which involuntarily will be presented to his vision, it is then we find the all importance of the coercive power of knowledge.

Under our system of education which links the rural school to such institutions as this, presenting as it does at first hand to the people who live upon the soil the knowledge which in the very nature of things will be constraining or coercive in its influence lies our hope for rural betterments. We are becoming alive to the fact that the men who live upon the land and do the work must be prepared to work intelligently; that to get maximum results from the land and the life lived upon it, we must have those who are educated and prepared for that special work, and furthermore, that the cultural side of that preparation is of the utmost importance. Material results sink into insignificance when compared with a cultivated sensibility, one which vibrates at nature's touch. When the affections are held in thralldom by natural things and a man with ever increasing anxiety and pleasure is seeking to co-operate with natural law, then is being forged the strong-

est chain uniting men and women permanently to the land.

'As we see the possibilities comprising the realm of agricultural development, a few leading facts stand out with marked prominence, viz.:

That nature, in spite of being misused, has most remarkable recuperative power.

That the responsive ability of the soil to intelligent treatment can be increased far beyond its virgin state.

That plant and animal life are pliant in the hands of the manipulator who is seeking to focus and perpetuate their good qualities in future generations and to bury characteristics of an inferior nature.

That the lower organisms inhabiting the soil, which play such an important part as fertility builders, respond with wonderful alacrity when conditions are made congenial for them.

That proper attention to the physical condition of the soil will render it more efficient as a storekeeper of the generous showers which fall upon it.

That the country demands the strongest in mental power and him who is skilled in every natural science.

Link the right kind of men and women with the varied forces incident to country life, and the prosperity and perpetuity of the nation is assured.

The land and the forces at work or waiting to be set to work have the ability to feed, clothe, and house us as well as unborn generations.

All we lack and all we need is the diligent and skilled workman. To provide these workmen is the business of such institutions as this.

UNIVERSITY EXTENSION NOTES

J. L. McBrien, Director

Correspondence Courses

Prin. A. F. Cooke, Buffalo, Wyo.; Prin. Marshall McClure, Trinidad, Colo.; Prin. C. W. Mottinger, Mrs. Mottinger, Rev. J. West Thompson, Miss Verna Rodgers, Merna, Neb.; Misses Ruby Johnson, Camille Evans, and Edna Fenlon, David City, Nebr., are among our most enthusiastic students on the Life and Times of Lincoln. During the year over 50 students have enrolled for the course on Life and Times of Lincoln. No doubt, last year being Lincoln's centennial year had something to do with so many enrolling for this course. But Lincoln will always be an interesting study to the American people.

The Extension students in School Organization and Administration under Dean Fordyce are doing good work among whom we may mention: First Year—Supt. W. G. Brooks, Fairmont; Supt. P. E. Clement, North Bend; Supt. R. I. Elliott, Broken Brow; Prin. M. L. Gollaher, Waco; Prin. R. W. Hahn, Belden; Supt. W. K. Harris, Curtis; Prin. W. H. Morton, Fairmont; Prin. H. J. Mummau, Mitchell; Supt. W. R. Pate Sidney; Supt. W. T. Stockdale, Madison; Prin. J. F. Thompson, Arcadia; Supt. I. G. Wilson, Albion. Second Year—Supt. J. R. Armstrong, DeWitt; Prin. W. E. Atkins, Lawrence; Prof. W. E. A. Aul, College View; Supt. R. W. Eaton, Geneva; Supt J. W. Gamble, Plattsmouth; Supt. H. H. Hahn, Blair; Supt. D. W. Hayes, Alliance; Supt. L. A. Quivey, Cozad; Supt. W. L. Stephens, Lincoln; Supt. W. W. Stoner, York.

Dr. George E. Condra was at York Jan. 22d for the purpose of organizing a University Extension Center for Superintendent Stoner and his teachers in Industrial Geography. It is expected that a large class will take this work there.

The Ober-Ammergau Passion Play

Doctor James T. Lees, Head Professor of Greek History and Literature, has prepared a wonderful lecture on the Ober-Ammergau Passion Play.

The Passion Play is presented every ten years by the inhabitants of the little Bavarian village of Ober-Ammergau. This sacred drama has been solemnly and piously re-enacted every decade since the solemn vow was made by the village forefathers in 1633. In that year a terrible and deadly plague raged throughout Bavaria and was especially fatal in Ober-Ammergau. In sheer despair the survivors assembled in their little chapel and besought Heaven for deliverance. They solemnly promised that, if delivered from the scourge, they would present every ten years, in all reverence and solemnity, a sacred drama enacting the life, death and resurrection of the Redeemer. The plague ceased almost immediately, and the vow has been faithfully kept for almost 300 years.

This world famous Passion Play will be presented again during the coming summer. In 1900 Doctor James T. Lees conducted a party of Nebraska students and teachers who witnessed this presentation. During the coming summer he will again conduct a party of Nebraskans on a tour through Europe and has made arrangements for them to see the presentation of the Passion Play on July 27th. He has prepared a lecture on this truly wonderful drama and has really brought it home (to those of us who are not fortunate enough to make the long journey) by means of about seventy most artistically colored lantern views.

Doctor Lees' lecture treats of the village of Ober-Ammergau, the characteristics of the people, origin and history of the Passion Play, the business management of the presentation, the theater, the drama on the stage, the characters, the reflections, deductions, and lessons of the Passion Play.

The whole story of the fall and redemption of man is wonderfully and graphically told and illustrated. The audience is held almost spell-bound from the moment the first tableaux (The Fall of Man) is thrown on the canvas till the final Crucifixion and Ascension scene.

Sunday afternoon, January 9, Doctor Lees delivered this lecture under the auspices of the Y. M. C. A. of Lincoln to an audience that taxed the seating capacity of the Oliver Theater. For terms and dates, address Director University Extension, Station A, Lincoln, Nebraska.

THE NEBRASKA STATE INSTITUTE.

Following the precedent set by the state superintendents of Illinois and Wisconsin some years ago, State Superintendent E. C. Bishop has planned a state institute to be held at Lincoln, Nebraska, May 30 to June 4, 1910. It will comprise two schools: (a) A school for county superintendents, school officers, institute instructors, normal school faculties, and normal training administrators; and (b) A school of agriculture, home economics, and manual training.

Leading educators of Nebraska and the United States will be present to give instruction along the various lines of work for administrative school officers, teachers, and institute workers. The presidents of the state, private, and denominational schools authorized by law to grant teachers' certificates in Nebraska and leading members of their faculties,

the principals of the junior normal schools, as well as leading institute instructors, have been invited to take part on this program. Hon. J. Y. Joyner, superintendent of North Carolina and president of the National Education Association, and the state superintendents of Kansas, Iowa, Missouri, Wyoming, Colorado, and South Dakota, are among those with whom Superintendent Bishop is negotiating for speakers at this institute. The need of such a state institute for the purpose of unifying the methods of instruction in county institutes, of harmonizing the different systems of certification in Nebraska, and of systematizing school interests along various lines, has long been recognized by the leading educators of the state.

The interest in all lines of industrial education and the demand by teachers for an opportunity to prepare better for such work, make a school of agriculture, home economics, and manual training of exceptional importance at this time. Short general courses of instruction will be given by the professors and instructors of the industrial departments of the University and by other workers of wide experience in these fields. Superintendent Bishop desires to give more definite direction to the movement for education in all industrial lines which affect public school courses, and to assist city and county superintendents in correlating industrial instruction with the academic work of our public schools.

The University of Nebraska will co-operate with the State Department of Education in making both of these schools as planned by Superintendent Bishop of the highest usefulness to the educational interests of the state.

Chancellor Avery and Superintendent Bishop unite in a call to the educators of Nebraska to attend a school of superintendence and instruction at Lincoln, June 6 to 17, 1910, to be devoted to the study of elementary and secondary education. During these two weeks a careful study will be made of the problems of superintendence and administration, as well as the problems of instruction, in city, village, and rural schools. Several of the leading educators of Nebraska and of the United States will be secured for this work.

One of the epoch-making educational events of recent years was the school of superintendence organized and directed by Superintendent C. G. Pearse, now of Milwaukee, at Omaha, in July, 1903. Many of our most successful superintendents in Nebraska at this time date the beginning of their broader vision in school work to the instruction and inspiration they received in that school. Chancellor Avery and Superintendent Bishop will endeavor to make the coming school of superintendence and instruction a worthy successor in every respect to the enterprise inaugurated and so successfully carried out by Superintendent Pearse.

RESOLUTIONS

The Superintendents and Principals' Association adopted the following resolutions:

(1) That the Superintendents and Principals' Association, in convention assembled, respectfully protests against the proposed act of Congress appropriating from the Treasury of the United States a sum of money for the aid of the George Washington University, a private institution, on the ground that such action would be a recognition of the right of private institutions to share in public educational funds, and would be a first step toward diverting such funds into improper channels.

The officers of this Association are instructed to send copies of this resolution to all members of Congress from Neebraska, with the request that they use their influence and record their votes against such measure.

(2) That it be recommended to school boards and to members of the teaching profession that the year, in place of the month, be made the unit in entering into contracts as teachers or other employees, and in estimating and reporting expenditures for salaries.

(3) That the thanks of this Association be tendered to the Pawnee City Orchestra for the pleasure afforded by the music rendered as a part of the program of the Association, and for that inspiration which has come from the example of skill shown by these young people suggesting the possibilities of encouraging this form of culture in our public schools.

ATHLETICS.

R. G. Clapp.

State High School Basketball Championship.

The Athletic Board of the University is considering the advisability of holding a state high school championship tournament in basketball in Lincoln some time the latter part of March. The carrying out of this plan will undoubtedly depend upon the interest shown in the matter by the various high schools of the state, and schools desiring to see such a plan carried out should notify Manager E. O. Eager, Station A, Lincoln, or the writer, to this effect immediately.

Football.

The re-election of "King" Cole to the position of football coach for the season of 1910 meets with the very general approval of the football squad and the student body and, so far, seems to have been received in silence by those who advocated the recall of "Bummy" Booth. It is very probable that a decided change will be made in the coaching system in the near future, and in view of this fact it seemed decidedly unwise for the Athletic Board to elect a new coach—a plan which would doubtless have led to the inauguration of new coaching methods and a new system of play—to be overturned again within a year.

The unanimous election of Mr. L. B. Temple as the leader of next year's football team promises a co-operation among the players which will go a long way toward producing that unity of purpose and action so necessary for a successful team.

HIGH-SCHOOL DEBATING LEAGUE.

M. M. Fogg, President.

The schedules of debates in the eleven districts of the Nebraska High-School Debating League have been completed. The first series will be held the latter part of February, the winners then pairing off for the second series to decide the district championship—which schools are to send representatives of the several districts to the state championship debate on High-School Fete Day in May.

The League membership—sixty-one schools—by districts is as follows:

Central District—Central City, Fairmont, Friend, Geneva, Grafton, Osceola.

Eastern District—Blair, David City, Fremont, Plattsmouth, South Omaha, Wahoo, Weeping Water.

East-Central Dictrict—Ashland, Seward, Syracuse, University Place.

Northern District—Atkinson, Creighton, O'Neill, Valentine.

North-Central District—Albion, Fullerton, Pierce, Randolph, St. Edward, Wayne.

Northwestern District—Alliance, Chadron, Crawford, Gordon, Rushville, Sidney.

Southern District—Clay Center, Edgar, Fairfield, Hastings, Hebron, Nelson.

Southeastern District—Auburn, Falls City, Humboldt, Nebraska City, Pawnee City, Stella, Tecumseh, Verdon, Wymore.

Southwestern District—Beaver City, Holdrege, Bloomington, Franklin Academy,, McCook, Minden, Trenton.

Western District—Gothenburg, Kearney, North Platte.

West-Central District—Broken Bow, Ord, Ravenna.

The district directors for 1909–1910, appointed by the president, are the following:

Central District—Supt. J. C. Mitchell, Friend.

Eastern District—Supt. C. N. Walton, Wahoo.

East-Central District—Supt. E. E. Lackey, Syracuse.

Northern District—Supt. Celia A. Gorby, O'Neill.

North-Central District—Supt. I. G. Wilson, Albion.

Northwestern District—Supt. E. W. Hayes, Alliance.

Southeastern District—Supt. R. L. Hoff, Humboldt.

Southern District—Supt. S. H. Thompson, Hastings.

Southwestern District—Supt. W. T. Davis, Beaver City.

Western District—Supt. H. E. Bradford, Kearney.

Western District—Supt. B. E. Yoder, Ravenna.

To enable the 800 or more pupils in the sixty-one schools who are studying the labor-union question to get a wider range of information than they could get through local libraries, abstracts of forty selected magazine articles, listed in Bibliography I in the League "Bulletin," have been distributed by the Debating and Public Discussion Division of the University Extension Department.

The Debating and Public Discussion Division has established, in connection with the Intercollegiate Debating departmental library in University Hall 107 A, a library on the labor-union question. The library comprises some 400 volumes and several hundred pamphlets, catalogued and arranged for use by representatives of League and other schools.

THE FACULTY.

Professors Jones and Webster attended the joint meeting of the American History Association and the American Economic Association in New York recently.

Professor Ford, of the Department of Rhetoric, has resumed his regular class work after an absence of several weeks caused by a serious attack of typhoid fever.

Professor Fossler has been elected president of the central division of the Modern Languages Association.

Chancellor Avery attended the meeting of the Association of American Universities at Madison, Wis.

Dr. E. Benjamin Andrews, late chancellor of the University, has written from Dunbar, South Africa, stating that he and Mrs. Andrews are in good health and are soon to set sail for Calcutta, India. On or about March 1 they will set sail from Bombay, India, for Marseilles, France.

Professor Fling has been granted leave of absence for the second semester, to permit him to go to Europe to complete his studies on the Life of Mirabeau.

Prof. N. A. Bengtson has about completed the preparation of two sets of common rocks for school use. The smaller set comprises twenty-five specimens illustrating the essential features of the structure of the state and is especially designed to furnish material for use in the grades, supplementing Dr. Condra's Geography of Nebraska. The larger set includes over sixty good sized specimens illustrating all the important phases of every principal geological formation of Nebraska, and furnishing examples of the common rocks, soils, coals, and chief structural materials used in the state. This set is designed for high schools and larger grade schools to furnish material for physical geography and normal training, as well as agriculture. The prices, $1.00 for small set and $5.00 for large set, merely cover cost of collecting and preparing for shipment.

The following lecture itinerary is announced for Chancellor Avery for the last week in January and the first week in February: Sunday afternoon, Jan. 23, Fremont; Monday forenoon, Jan. 24, High School, Oakdale, and that night, Farmers' Institute, Elgin; Tuesday forenoon, Jan. 25, High School, Petersburg, and that night at the Farmers' Institute, Albion; Wednesday forenoon, Jan. 26, High School, Albion, that night at the Farmers' Institute, Newman Grove; Thursday afternoon, Jan. 27, Farmers' Institute, Humphrey; that night, High School, Leigh; Friday night, Jan. 28, Woman's Club, Creighton; Saturday, Jan. 29, Boyd County Teachers' Association; Sunday night, Jan. 30, lay sermon, Congregational Church, Norfolk; Monday morning, Jan. 31, Norfolk High School; Monday night, Jan. 31, High School, Emerson; Tuesday afternoon, Febr. 1, Farmers' Institute at Pender; that night, High School, Bancroft; Wednesday afternoon, Febr. 2, High School, Craig; Wednesday night, Febr. 2, Presbyterian Church, Lyons; Thursday afternoon, Febr. 3, High School Tekamah; Thursday night, Febr. 3, Dana College, Blair; Friday afternoon, Febr. 4, High School, Columbus; Friday night, Febr. 4, First Baptist Church, Grand Island; Saturday, Febr. 5, Hamilton County Teachers' Association; Saturday night, Febr. 5, Epworth League, Phillips, Sunday forenoon, Febr. 6, lay sermon, Methodist Church, Aurora. The subject of the Chancellor's lay sermon is "Old Faith and New Knowledge." His subject for Farmers' Institutes is "Agriculture as Related to Human Progress." His high school addresses are (a) "A Comparison of German and American Schools," (b) "Higher Education and Higher Ideals." This is the most strenuous speaking program ever planned by a Nebraska educator. There are still over 75 towns that have applied for a lecture by Chancellor Avery.

ACCREDITED SCHOOLS.

The following high schools have been accredited as four-year schools for the year 1909-10, in addition to the list published in the November issue of the University Journal:

Ashland, Atkinson, Central City, Clarks, Doane Academy, Fairmont, Falls City, Hastings, Havelock, Hooper, Humboldt, Kearney, Nebraska Wesleyan Academy, North Bend, North Platte, Oakdale, Pawnee City, Weeping Water Academy, Weeping Water, Wilber.

In Kansas there are twenty-two counties which maintain county high schools in which tuition is free to all pupils in the county.

The University Journal

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By the Teachers College of the University of Nebraska

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A. A. REED, Editor
Associate Editors:

Alumni—A. M. Voss, Assistant Inspector of Accredited Schools.
History—C. E. Persinger, Associate Professor of American History.
Industrial Education—(1) George E. Condra, Professor of Geography and Economic Geology.
(2) A. E. Davisson, Head Professor of Agricultural Education.
(3) Charles R. Richards, Dean of the College of Engineering.
Language—Louise Pound, Associate Professor of English Language and Literature.
Physical Education—R. G. Clapp, Professor of Physical Education.
Science—R. H. Wolcott, Acting Dean of the Medical College.
University Extension—J. L. McBrien, Director.
University News—E. H. Clark, Purchasing Agent.

Chancellor Avery is director of the Summer School for 1910.

The National Department of Superintendence will hold its next annual meeting at Indianapolis, March 1-4. A good attendance is expected from Nebraska. In addition to the benefits from the meetings, the progressive school men of the state are glad to avail themselves of the opportunity given to visit other schools. It is convenient to spend a day or two in Kansas City, St. Louis or Chicago en route, and to see much of the excellent system of Indianapolis during the week of the meeting.

All teachers of science in Nebraska secondary schools should be members of the Nebraska Academy of Sciences. The coming meeting will be of special interest to them. Provision is being made for field trips under the direction of the best leaders obtainable in biology, botany, ornithology, geology and geography. Dr. G. E. Condra is president and Prof. F. D. Barker is secretary of the society. Address either for information concerning membership or the meeting.

The meeting of the Superintendents and Principals' Association was one of the best in the history of that organization. The attendance was satisfactory. The program was full of the live issues and resulted in discussions that will affect materially the educational conditions. The banquet has never been surpassed, either in attendance or in the program. The toast list presented practically a new group of speakers, all of whom acquitted themselves with much credit. The Pawnee City High School Orchestra was a most pleasing feature of the meeting. Supt. Geo. Crocker is deserving of great credit for the success of his administration.

By the amendment to the Free High School Law exempting from its provisions those districts that are not able to maintain nine months of school out of their own resources, a large number of pupils have been deprived of high school privileges. This is all the more to be regretted because the exemption operates most where the loss of these privileges works the greatest hardship. No doubt there was an injustice that the amendment sought to remedy. A better way would have been to appropriate from the general fund for the payment of tuition for such districts as could not, in justice, meet the expense from their own funds. Nebraska is a wealthy state, although there is a disparity in the distribution of its resources. The public welfare demands that, in so far as possible, all parts have equal privileges, especially in matters affecting the mental, moral and physical development of her youth. The boy in the sand hills is entitled to the same opportunities as the boy in the more wealthy districts farther east. Since the distribution of wealth will not permit this, the State from its great resources should equalize the conditions. Where justice suggests the exemption of the district, justice with equal force would require a provision for the needs of the individual from the funds of the State.

THE JOY OF STUDY

The title is not intended to imply that one can study without working; that scholarly attainment worth one's while can be gotten by devotion to "snaps" exclusively. For in the world of scholarship as elsewhere it is roughly true that one pays for what one gets. The best can be had only at the highest price; that is by the hardest work.

But it is sought to suggest that even work, plenty of work, and of the hardest kind may

not of itself suffice to bring within one's grasp the pure gold of scholarship. One must be on the lookout for it, must know it when it shows itself, must separate it from the grosser material in which it lies imbedded, or all his labor may be but drudgery. There must be intelligence in the work, life and rest in the work, an ever renewing enthusiasm for what the work brings to light, if the mind is really to get its fill, is to become a treasure house of all that is beautiful and refined and brilliant and enduring, and powerful for good.

One way in which the mind becomes dull, inert, a drudge, is by too early specialization. Thus, in his British Association address this summer, J. J. Thomson noted that one of the effects of the scholarship system at Cambridge was that the scholar rather frequently got a distaste for the subject studied to win the honor. The mind like the body needs to rest itself by varying its tasks. A historian whom I know, when he feels himself getting drowsy over his usual routine, works himself up by a turn at mathematics. And Sylvester is not the only mathematician who renews his energy under the spell of music. If even the mature specialist finds a change desirable, how much more is it well for the beginner, who has not yet found himself and who hardly knows whither the next few years may turn him.

Not only is there pleasure in mental accomplishment, but it is hard to get pleasure without it. Those for example who play a game of pure chance are almost certainly led to gamble over it, so that the pleasure does not center in the game so much as in the test of nerve between the gamblers. The pleasure we derive from skill in a game of billiards or from forethought in a game of chess is of a far higher order than that. But even these are hardly to be compared with the pleasure of delving into the deepest thought of mankind, still less with that of in some degree adding to this thought.

To the land of knowledge the gates are open. He who will may enter. It is a goodly land and fair to look upon. There are flowers and streams and crystal fountains and all manner of life and art and joyous companions in abundance. There are resting places and refreshment for the weary. At every turn of the way there are new vistas opening out before one, luring one on forever. Whether one travel far or only ramble hither and thither he can forever feast his vision and be filling his very soul with the breath of life. Perhaps a view of more than unusually entrancing may some day overwhelm him, transfix him, hold him forever in ecstasy, immortal, caught up into heaven, at one with the soul of the all.

ELLERY W. DAVIS.

UNIVERSITY SUMMER SCHOOL

Brief announcement was made of the University Summer School in the January number of the Journal. The summer session of 1910 will continue the lines of work carried on in previous sessions, and in addition thereto will add many features of exceptional importance to the teachers of Nebraska.

In planning the work of the coming session Chancellor Avery will be assisted by the following committees:

(a) Committee on Faculty, consisting of the Chancellor and the Dean of each college offering work in the Summer School.

(b) Committee on Budget and Courses of Study, consisting of Chancellor Avery, Deans Bessey, Burnett and Davis, and Professors Caldwell, Fossler and Reed.

(c) Committee on Graduate Work, consisting of Dean Sherman and Professors Fling and Reed.

There will be few changes in the personnel of the faculty from that of the session of 1909, but several additions will be made, giving those in attendance increased opportunities in various lines of work

The management of the University of Nebraska is convinced that the time has come to emphasize as never before the importance of agricultural education and other lines of industrial training. It has been impossible to meet the calls for trained teachers in agriculture, domestic science and manual training in the high schools of the state. Teachers themselves failing to foresee this demand, are not prepared at this time to accept these inviting positions. Schools have been forced to attempt this instruction with teachers poorly qualified to give it. Boards of education are appealing to the University for better trained teachers, in order that this important movement may not fail because of inefficiency on the part of those responsible for this instruction.

The University of Nebraska feels a moral responsibility to aid in this important work because of the fact that Congress, by the Nelson amendment to the Morrill Fund, provides that a part of this fund may be used for the preparation of teachers to give instruction in the elements of agriculture and mechanic arts.

Realizing that many more teachers can be reached during the summer session than in the regular school year, and that more good can be done for this cause in a shorter time with less money by offering instruction to experienced teachers than by attempting to train new teachers only, the University has decided to measure up to its opportunities as well as its responsibility. In order to give impetus to this cause, the Regents of the University of Nebraska will give one hundred free scholarships to teachers desiring to qualify for this work. It is evident that all teachers who qualify to give instruc-

tion in these subjects will be in demand at good salaries. A teacher may give full time to any one of these subjects, in order to improve the opportunity for thorough preparation. All the splendid facilities of the University of Nebraska in agriculture, mechanics arts and home economics will be at the service of the teachers in attendance, under the direction of expert instructors of wide experience in these lines. Such an oportunity has never before been given to the teachers of this or any other state.

AGRICULTURE IN RURAL SCHOOLS.

Professor C. W. Pugsley.

Lesson VII.

In Lessons 7, 8, 9 and 10 the score card which was printed in the last lesson will be taken up in detail. The teacher should spend considerable time in working up to the score card. The samples of corn which were brought in by the students will afford excellent laboratory material for this sort of work, and give splendid employment during the winter months. Repeat the statement which was made in the preceding lessons in reference to the value in the score card. Tell them that we are not absolutely certain that the type of an ear that will score the highest according to our present standards will be the highest yielding ear when bred in the field. Experimentors have not yet worked with corn long enough to be able to tell the yielding power from the looks of an ear. For the present, however, we are safe in following the score card here given.

The first point which is taken up is the uniformity of the exhibit. This is given ten points or one-tenth of the entire valuation of the perfect score. Uniformity adds a great deal to the appearance of an exhibit of corn. If ten ears are of the same length, the same shape, the same circumference, the same color, and of the same degree of roughness or smoothness, they present a pleasing appearance to the eye even though they are not good ears of corn. I would very much prefer to have a child bring in ten ears of corn which were uniform, even though they were not of the correct type, than to have him bring in ten ears which had one or two good ears among them, the rest being ears of a very different pattern. It is impossible for a person who expects to develop a certain type of corn to work successfully to that end unless he has a picture in his mind of the type of ear he is trying to produce. If he has that picture in his mind, you can nearly always tell it by the style of exhibit he picks out. Unless he has decided on a definite type, the chances are that his exhibit will not be very uniform, some long ears and some short, some large and some small. The main points to watch in the uniformity of the exhibit are the following:

1. The length of the ear. The length depends upon the variety of corn. Some varieties have naturally long ears. A good length for central Nebraska would be from eight to ten inches. Of course some of the earlier corns are small, and there are varieties of corn which are larger.

2. Circumference. The ear should not be too large around, nor should it be too small. The circumference, of course, will depend somewhat upon the length, the longer the ear the larger the ear should be around.

3. Shape. Shape will be taken up under a separate head, but the shape as shown in the exhibit as a whole should be uniform. If part of the ears are tapering and part are cylindrical, I would not call the exhibit uniform.

4. Color. The color of the kernels should be the same, unless the variety is such that there are different colored kernels in the same ear. This is the case with calico corn, and there are some varieties which have the tips of the kernels a different color than the body of the kernel. With the yellow corn all the kernels should be of a bright yellow. There should be no white caps nor kernels which have white tips. If the corn is white, the kernels should be a creamy white, the color depending somewhat upon the variety. In case the corn is mixed with yellow corn, you can tell by the lower part of the kernel. This will appear yellow, while the tip will appear white.

5. Indentation. The smoothness or roughness of the ear depends somewhat upon the variety. It is not wise to have part of the ears smooth and part rough. A judge would discard an exhibit of this kind. Generally speaking, we do not want the corn too rough because if it is extremely rough it tends toward chaffiness, also rough corn matures later than corn which is somewhat smoother. On the other hand the authorities state, and it can be easily proven by going to a corn crib, that the ears of corn which are rough have the deepest kernels. Usually the kernels from a rough ear will weigh more than those of a smooth ear, because of their extra depth, but this is not always true, for sometimes the extra depth is caused by chaffiness at the tip of the kernel. This chaffiness must be carefully guarded against.

The next point to be considered is shape of ears, which is given ten points in the score card. Generally speaking, the ear should be cylindrical. By that, we mean that they should measure almost as much in circumference at the tip as at the butt. The theory for this is that an ear of this type will carry deeper kernels at the tip than will an ear which is very tapering, or else there will be no rows dropped out between the butt and the tip

Exercise 7.

Have the students take the ten ears which they have brought to the school and arrange them as follows: (1) Pick out as many ears of the same length as they can find; (2) Of the same shape; (3) Color; (4) Circumference; (5) Indentation or degree of roughness. Have the students change exhibits. Let the students study carefully the shape of the ear. Show them which are the symmetrical ears. Get them to tell you why certain ears are tapering and have them examine these ears carefully.

Lesson VIII.

Color of cob is only given five points, as is also color of kernel. These are only important in showing the purity of exhibit in corn. It is very essential, if we are to succeed in developing the very highest degree of excellency in our corn, to keep the strains pure. For this reason our best judges insist that the cobs all be of the uniform color, that color being determined by the variety of corn. Ordinarily you would not expect to find a white corn with a pink cob, but this sometimes happens with certain pure bred varieties. However, if an exhibit were shown which had some pink cobs and some white cobs, the judge would be justified in cutting this exhibit on his score card, because the probabilities would be that the corn was not pure. The same thing is true concerning the kernels. In most varieties of corn which are pure bred, the kernels are of

a uniform color whether of white, of red, of yellow or blue. As stated before, however, there are some exceptions to this rule. A judge will discount an exhibit considerable if there are yellow and white kernels mixed. You will note in the rules for judging the exhibit that it is stated that for each white crown kernel in yellow or red varieties the exhibit should be cut one-tenth of a point. This means that if there are five white crowned kernels in an ear, the ear will be disqualified as far as the point "color of kernels" is concerned. The same will be true in case of yellow kernels in a white variety.

Exercise 8.

Let the student work with his exhibits of corn. Examine the color of the cobs and the color of kernels. Help him to locate white caps in the yellow varieties of corn and yellow kernels in the white varieties. This shows a mixture. If there are some bright red cobs in the yellow varieties and some which are a pale pink, the students should be told that the variety is probably not very pure. A pure variety will show a uniform color of cob.

Lesson IX.

Tips of Ears—It will be noted that on the score card tips of ears are only given 5 points. I consider this a sufficient number in view of the fact that this point of the score card might be termed a fancy point. In all our score cards we should try, as far as possible, to eliminate what are purely fancy points. For instance, there have been many fads in the cattle breeding world, as well as in the plant breeding world. Hereford men like to see the horns of a certain shape, and like to have the markings on their cattle confined to certain rules. The shape of the horns and the color of the coat, especially the markings of the white and red on the coat, having nothing to do with the quality of the meat. Yet many a breeder will lay as much emphasis on these fancy points as on the important ones. It is more or less of a fad to insist that the tip of an ear of corn be entirely covered with kernels. It is true that an extra kernel to each ear would add a great many bushels to the total yield in the United States, but it is also true that ears which are entirely covered over are usually shorter than the average length of ear which can well be grown in any community. For this reason corn judges are beginning to suspect that ears which are not entirely capped are better than those which have the tip kernels. These few things are important, however. The kernels which approach the tip of the ear should be deep. They should be of uniform size and shape. They should cover the end of the cob well. There should be no large portion of the cob protruding from the end of the ear. There is no need of having the plant use a lot of energy and waste a lot of plant food in producing cob which does not produce any kernels.

Butts of Ears—This might be considered another fancy point and yet certain phases of the butt of the ear are very important. The rows should be straight, and the kernels should be uniform both in size and shape. The butt should swell out beyond the end of the cob. This gives the shank the appearance of being set into the ear half an inch or more. The shank should not be too large, for this indicates a large cob. A variety of corn with a large shank is also much harder to husk. Neither should the shank be too small. In Nebraska there are many varieties of corn with shank so small that the ear often blows off the stalk during severe winds.

Uniformity of Kernels—You will note that much emphasis is laid on uniformity. We insist that the exhibits be uniform in all respects. It is very important that the kernels be uniform. They should all possess similar characters. Kernels which are uniform work much better in the planter and for that reason it is easier to get a uniform stand. A uniform stand is essential to a high yield of corn.

Exercise No. 9.

Have each student work with the ears of corn which he brought to the school. Have them examine carefully the tips of ears, picking out the ones that are good and the ones that are poor. Do the same with the butts of the ears. Have them take out kernels from each ear and examine them with reference to shape, size and color.

Lesson X.

Shape of Kernels—The score card states that kernels should have a wedge shape on the broad side and on the narrow side they should be parallel. Perhaps a better statement would be that the kernels should be shaped like the keystone of an arch. We certainly do not want a kernel which is pointed and narrow at the tip, because that allows too small a space for the germ. Large strong germs will probably produce more vigorous plants. Kernels which are round should be avoided as also kernels which are too square. You can illustrate the objection to this sort of a kernel nicely by showing that marbles cannot be placed around a broomstick handle without a great deal of lost space at the bottom and also at the top. The marbles will only touch the broomstick at one point and the edges of the marbles will only touch at one point. The same is true of a square kernel or square block of wood.

Space Between Kernels—The rules for judging state that the rows of kernels should not be more than 1/32 of an inch apart at any point in the row. Certainly ears which have wide space between the rows should be discarded because it shows improper shape of kernel. That space should be filled with corn. Neither should there be any space between the flat side of the kernels. If there is, the kernels will be loose on the cob and this is in most instances an indication of immaturity.

Weight of Kernels—The object of growing corn is to get as many bushels as possible per acre. Other things being equal, the ear of corn which shells the greatest amount by weight will be the best ear, because it is shelled corn we are after, not cobs. Two ears of the same length and the same circumference should be picked out by each student. Have these ears of different types of kernels; for instance, one with a shallow kernel and one with a deep kernel. Shell these ears separately and weigh the corn from each.

Exercise No. 10.

We are now through with our discussion of the score card, with its relation to the selection of a good ear of corn. Have the student score the exhibit of corn which he has brought. If time permits, have him score one or two others. Compare the results of the different students scoring. Promote discussions of various points. You will find that the students will take a great interest in this line of work. It might be well to have a corn show at the end of some term, or on some Friday afternoon, to which the farmers are invited to bring in their corn. Get somebody to judge this corn, thus giving the students a chance to see how an expert judge works. This will create interest in the community.

UNIVERSITY OF NEBRASKA

ALUMNI CLUBS.

The Washington (state) University of Nebraska Club held its third annual meeting in Tacoma, December 17, 1909, at the home of Judge Wm. H. Snell, '73. More than fifty members were in attendance. The evening was spent in an informal way, and refreshments served after the rendition of a program in which the following persons took part: Judge W. H. Snell '73, Mrs. E. A. Wright, Mrs. Sloan, W. F. Meier '03, W. W. Jones '86, E. H. Jones '01, J. P. Hartman (honorary), A. H. Lundin, '06. The following officers were elected for the following year: President, Harry Wilson, '00; vice-president, Miss Katherine Melick, '95; secretary, J. W. Hoar, '05.

Nebraska alumni of southern California met January 2, 1910, at Los Angeles, to organize an Alumni Club. Owing to the unpleasant weather only eight were present, although there are between twenty and thirty in Los Angeles county. Edgar Davis, '04, acted as chairman of the informal meeting and appointed C. C. Crouch '00, E. Y. Porter '96, and Dr. David Bell '85, as a committee to arrange for a banquet. Miss Adda Post, '99, was appointed secretary.

MARRIAGES.

Miss Alice W. Agee, '07, was married Dec. 29, 1909, to Leonard G. Shelton at the home of her aunt, Mrs. C. E. Hunt, 1719 Cherry St., Lincoln, Neb. Mrs. Shelton has been teaching in the Lincoln public schools. Mr. Shelton is a graduate of a military college in Mississippi and of the law department of the George Washington University, Washington, D. C., and is now a practicing attorney at Ardmore, Okla.

Miss Clara M. Ballard, '03, and Eugene M. Stone of Olathe, Colo., were united in marriage Jan. 12, 1910, at the home of the bride's parents near Lincoln. Mrs. Stone has taught in various high schools in Nebraska and Colorado. Mr. Stone is in the U. S. forestry service, with headquarters at Delta, Colo. The young couple will be at home after Feb. 10 at Pallam Sta., Uncompahgre National Forest, Nucla, Colo.

On Dec. 29, 1909, Miss Cleo Pearl Howard, '07, and Mr. Chester L. Belden, '07, were united in marriage at the home of the bride's parents, Pawnee City, Neb. Mr. Belden is at present superintendent of the electric light system at Hebron, Neb., at which place he and Mrs. Belden have made their home.

Thorne A. Brown, '07, and Miss Zoe Chenowith, ex-1911, were married Jan. 12, 1910, at the home of the bride's parents at Ohiowa. Miss Chenowith was a student for three years at the University. Mr. and Mrs. Brown are at home in Lincoln, where Mr. Brown is a reporter on the State Journal.

Le Roy E. Cochran, '05, and Miss Winifred Gould, '08, were married Dec. 27, 1909, at the home of the bride's mother, 1132 A street., Lincoln Neb. Mrs. Cochran has been teaching in high schools since her graduation. Mr. Cochran was at the University for post-graduate work in 1908, and held a fellowship in American history. He is now principal of the high school at Kearney, Neb.

On Nov. 17, 1909, Frederick G. Hawxby, '99, and Miss Pearl Norton of Brock, Neb., were united in marriage at the home of the bride's grandparents, Mr. and Mrs. W. H. Norton, at Talmage, Neb. Mr. and Mrs. Hawxby took an extended wedding trip to Kansas City, St. Louis, and other points in the south. They are now at home at Auburn, where Mr. Hawxby for the past ten years has been identified with the legal profession as the junior member of the firm of Stull & Hawxby. Mr. Hawxby was very prominent in debating while a student at the University and was honored by the people of his county as their representative to the state legislature a few years ago.

The marriage of Miss Jessie Louise Thompson, '08, to Edward A. Morrasy took place on Dec. 29, 1909, at the bride's home, 2732 O St., Lincoln, Neb. Mr. and Mrs. Morrasy spent their honeymoon in a three-weeks' trip to New Orleans. After a month's stay at Lincoln they will go to their new home at Dorchester, Neb. Last year Mrs. Morrasy taught English in the high school at Cripple Creek, Colo. Mr. Morrasy graduated from the agricultural department of the University of Nebraska in the class of 1907.

Leslie L. Zook, '07, of Washington, D. C., and Miss Josephine E. Cobbey were married recently at the home of the bride's parents, Judge and Mrs. J. E. Cobbey, of Beatrice.

A pretty wedding, which will be of interest to old University students, took place at the home of Mr. and Mrs. D. S. Farnsworth at Page, Neb., on January 5th, when their daughter, Salina Esther, was married to Mr. Carl John Malmsten of Salt Lake City. The bride was popular in university circles four or five years ago, and since that time has been instructor in science in the Madison high school. Mr. Malmsten, formerly of Lincoln, was also well known to university people. He is now manager of one of the largest mercantile houses in the west. Mr. and Mrs. Malmsten left immediately after the wedding for their western home.

ALUMNI NOTES

Judge William H. Snell, '73, of Tacoma, Wash., one of the two first graduates of the University, entertained the Nebraska Club at Seattle recently. A year ago a similar event was held, the occasion being the visit of Prof. Laurence Fossler to that city.

N. Z. Snell, '82, president of the Midwest Life Insurance Company of Lincoln, Neb., has recently published his address on "The Other Side," delivered before the Lincoln Commercial Club, December 23, 1909. It is an able treatment of the advantages to Nebraska in patronizing local insurance companies.

Christmas greetings were received from Mr. and Mrs. Charles S. Lobingier. Mr. Lobingier, '88, is judge of the Court of First Instance, Manila, Philippine Islands.

Orien W. Fifer, '89, adds to former articles on the University "yell" the following interesting facts:

"Permit me to add another word to the question of the university 'yell,' referred to by Miss Bullock in the December number. During the year 1888-89 several attempts were made by certain students to manufacture a yell. Not one succeeded until Frank Manley, '89, aided by Conway McMillan, '85, produced the now famous yell. In the issue of March 15th, 1889, of the old 'Hesperian,' then the only college paper, the yell was printed at the head of the local column. No particular attention was paid to the invention save by a few students. On April 12th, however, the state oratorical contest was held at Crete. University spirit had a new birth. A special train was chartered and 210 students, nearly half the entire enrollment, preps, college specials, art and music students, bought tickets. The Hesperian of that month described the event as follows: 'The special train was crowded with students whose capacity for noise was unlimited. The brass band, the ball club, the university "yell," Frank Manley and H. C. Peterson (the university orator) were on board. There was no question in the minds of the students then

that Frank Manley was the author of the 'yell' and chief 'rooter.'

"We arrived at Crete. Doane students received us with a brass band. The 'Unis' crowded on the platform and Manley was heard, 'Now, then, one, two, three, YELL!' And two hundred students yelled, 'U-u-u-n-i Ver-ver-ver-si-ti, N-e-bras-ki O-h-h-h Myyy!' Crete was amazed. The earth reeled. The yell was initiated.

"One of the papers published in Crete afterwards complained because the city marshal had not arrested the crowd of university students for yelling like Indians.

"The ball game was won by the University team, score 23 to 6. The oratorical contest, however, was won by Doane. The yell, however, was a greater thing than the contest. From that time its use was one of the established customs of the university. It was whispered that our orator lost the contest because he had worn himself out during the day, practicing the yell and joining with the rooters on the ball ground.

"To show how chilly an atmosphere the yell entered at first, it may be noted that at the close of the local oratorical contest April 1st, 1889, when the presiding officer, G. W. Gerwig, '89, suggested that the college yell be heard, he was greeted with the surprising retorts 'April Fool' and 'Rats.' The yell did not come to honor until the time of the state contest at Crete."

Albert A. Faurot, '91, is Associate Professor of Modern Languages and Librarian at the Rose Polytechnic Institute, Terre Haute, Indiana.

Hervey B. Hicks, '91, who has been practicing law in Chicago, has moved to Wichita, Kansas.

Elinor L. Williams, '91, now Mrs. L. E. Sisson, resides at Lawrence, Kan., where her husband is Associate Professor of English, University of Kansas.

A. M. Troyer, '91, who has been teaching agriculture in the Calhoun colored school, Calhoun, Alabama, is starting a fruit farm and nursery at Fairhope, Alabama.

Norman B. Barr, '93 has been a minister of the Olivet Memorial church of Chicago for over thirteen years. The church has grown and has become the largest institutional church in the city with the widest activities. A great sorrow has come to him in the past year in the death of his wife, remembered as Minnie D. Goodwin of Lincoln.

A. A. Hatch, Law '95, is located at Weleetka, Okla.

After seven years of services as vice-president and manager of the Holsman Automobile Co., Ward Hildreth, '95, has resigned his position to spend some months in travel and recreation. His home will remain at 1521 East 65th St., Chicago, Ill.

William C. Mentzer, '95, has moved his law practice from Knoxville, Ia., to Des Moines, Ia.

Mrs. Corwin Haggard (Alpha B. Roberts), '95, should be addressed now at Hecla, Neb., instead of Sioux City, Iowa.

It is rumored that Bion J. Arnold, E. E. '97, will retire from the board of supervising engineers of the Chicago Traction Company system. Mr. Arnold receives a salary of $30,000 a year, one half of which is on account of his work as chairman of the board in charge of rehabilitating the Chicago railways. As this work is nearly completed, it will be more profitable for him to sever his connections with the board in order that he may push his private business as president of the Arnold Construction Company.

Nebraska City, Neb., Jan. 19, '10.

Editor of the University Journal:—We are pleased indeed to use the space which has been generously volunteered by you for the Nebraska School for the Blind, in order that this state institution, its purpose and advantages, may be better understood.

When we took charge of this school a year ago, we found an attendance of fifty, whereas the accommodations are sufficient to take care of eighty or ninety, comfortably. Since there were present almost a hundred pupils twelve years ago, we were at a loss to understand this decrease, in view of Nebraska's increased population. We immediately began a campaign of investigation and of education, through the public press, on the platform, through the county superintendents, the state department of education, whenever and wherever we were given an opportunity. We can already see some progress, as our last semi-annual report showed an increase of twenty per cent. Grateful acknowledgement of assistance is gladly extended to all who have helped us.

In order that the alumni may co-operate with us in securing new pupils, we desire to call to their attention some of the reasons why the attendance in this school has so rapidly decreased within recent years:

1. There has been an actual decrease in blindness. We are convinced that there are fewer blind in the state, not only relatively, but absolutely, than fifteen years ago. This has been brought about by greater comforts in the homes, so that fewer children, through hardships endured by their mothers during their pre-natal life, are born without sight. The years of drought in Nebraska filled penal and reformatory institutions, and schools for defectives. The attendants at births are more careful and scientific. There are fewer accidents than formerly through the propaganda of a safe and sane Fourth. The eye specialists have improved wonderfully, so that the sight of many who would have been handicapped for life twenty years ago, is now restored.

2. Many parents of means think that they would be receiving charity, if their children attended this institution. Nothing can be further from the truth. Every child in the public schools receives an education from the community at large. All of us alumni of the State University received instruction paid for by Nebraskans generally. So here. There is only one point of difference. The state, in consideration of the fact that the blind are handicapped in supporting themselves, furnishes in addition to instruction, good rooms, board, and laundry.

3. Some parents cannot bear the thought of separation from their afflicted children. During the last week, we enrolled a young man of twenty-two years. At the age of eleven he was compelled to quit the common schools of Beatrice because of the growth of cataract. The physicians urged that he be sent here, but his mother could not bear that he leave home. While talking to us a few days ago, with tears in her eyes, she declared that she had eleven years ago made the mistake of her life in not sending her son then.

4. There is a mistaken idea that we will receive as pupils only those who are entirely blind. The law expressly states the conditions on which students may enter. All whose eyesight is so defective as to be unable to attend the common schools, who are susceptible of culture and who are of good moral character are entitled to an education here.

5. It is not generally known that we will, under certain conditions, receive adults. The law gives the superintendent, by permission of the board of trustees, the right to receive as pupils those beyond the age of twenty-one. The board has kindly placed this matter in the hands of the superintendent for so long a period as the school-building is not crowded. At the present time a man of fifty-two and a lady of thirty (each of whom has suffered the loss of sight within the last two years) are doing excellent work here.

6. It is likewise generally unknown that we educate deaf-blind children. Yet we now have two who are achieving remarkable results. And we shall gladly accept others, if there be any in the state. It would greatly interest any alumnus of the University to watch Ethel Hill, the Helen Keller of Nebraska, at work in the domestic science kitchen. When she comes to a stop in her work, Miss Campbell, the Domestic Science teacher, communicates with her by writing directions in capital letters on her back.

Our course of study along literary lines is as nearly like the course in common schools as we can make it. And in addition to the literary branches we teach industry and music, while the public schools are in a large measure content to talk about them. In each department there are three teachers, which fact accounts for the large per capita expense in maintaining a school for deficients in vision.

The three teachers of the literary branches began their work of instructing the blind in the following years respectively—1891, 1894 and 1900; of the music department—1900, 1905 and 1907; of the industrial department—1890, 1889 and 1909. These figures show that the average time since beginning service here in the case of these nine teachers is almost twelve years. We give these statistics to indicate that practical civil service is already established in many state institutions supposedly governed by pull or political prestige. In an address delivered yesterday in Lincoln, Dr. Geo. E. Howard, one of the most distinguished of the University alumni, declared (I quote from the report of his address in "Nebraska State Journal): "In such institutions (those controlled by the state) appointments should be made solely on the ground of fitness for the special service to be rendered." We may say that since our taking charge we have lost but two teachers, each voluntarily resigning for sufficient reasons, and that in our determination to retain competent instructors regardless of politicians, we have had the warm commendation both of Governor Shallenberger and of our board of trustees.

In the literary department we teach writing and reading, using the New York point tactile system; geography from raised maps; grammar; spelling; arithmetic; rhetoric; composition; algebra; geometry; ancient, modern, medieval, and United States history; expression; and physiology.

Our course in music covers all of the instruments of band and orchestra, voice, harmony, musical notation, piano, and pipe-organ.

The work in industry needs to be somewhat differentiated for the two sexes. All learn bead-work, raffia-weaving, and netting. The girls have crocheting, mending, darning, knitting, machine-sewing, and cookery. A model kitchen is nicely fitted up and at the end of a five- or six-year course many of the girls go home and take a large part of the burden of housekeeping off of their mothers' shoulders. The boys are drilled in broom-making, chair-caning, and tuning. The last named is a splendid source of livelihood for hundreds of blind people. Their ears become very acute and in tuning a piano they are not distracted by sight sensations.

We have introduced, since our coming, but one change that strikes us as worthy of note. That is the daily inspection. For half an hour during each forenoon, regular work is laid aside. Each pupil, teacher, and employe is assigned to a definite station; and we make a careful examination of every room, hall, floor, wall, ceiling, wash-room, closet, and person. By this means we keep the organization going. It has proved of vast assistance to us and we feel inclined to offer thanks to the army, from which we borrowed the idea.

N. C. ABBOTT, '96, Law '00,
Superintendent.
LILLIAN NEWBRANCH ABBOTT, '99,
Matron.

Thomas Creigh, '97, is general attorney for the Cudahy Packing Co., Omaha.

The address of Charles E. Crownover, '97, who is in the United States Reclamation Service, is Camp 16, Natchez, Wash.

B. S. Hayden. '97, who has been at the head of the schools at Palmyra for twelve years, has been compelled to give up his position on account of ill health.

Helen I. Redford, '97, is head nurse at the Sunlight Sanitarium, Lincoln, Neb.

Albert S. White, Law '97, who has been cashier of the Chadwick State Bank, Chadwick, Mo., is now vice-president of the Planters Bank, St. Louis, Mo.

Robert A. Campbell, '98, who has been a high school instructor at Red Oak, Iowa, and also at Elgin, Ill., is now farming near Fullerton.

H. S. Evans, '98, is Acting Dean of Engineering, University of Colorado, during a year's leave of absence of Dean Ketchum.

G. A. Warfield, Law '98, professor of History and Social Science in the Dakota Wesleyan University, is spending the year investigating social conditions and philanthropy of the state of Missouri under the Russell Sage Foundation. Mr. Warfield received his A. B. degree from the Nebraska Wesleyan University in 1896. He spent two years in the College of Law, University of Nebraska, receiving a degree of LL.B. in '98. He received the degree of A. M. from the University of Oregon for work in sociology, economics and history in '99. In 1902 he was a lecture student in the University of California. From '92 to '96 he was engaged in college work in the Willamette University and the University of Puget Sound. He also pursued graduate study in the University of Wisconsin. Since 1906 he has held his present position in the Dakota Wesleyan University. In 1903 he was married to Miss Sarah N. Hall, A. M. '98, a classmate at Nebraska Wesleyan as well as at the University of Nebrska, and for several years an assistant in the Department of English in the former institution. The home is brightened by the presence of two sons, Richard H., five years, and John A., age eight months. Mr. Warfield expects to return to Mitchell next year.

Carl Christophelsmeier, '99, A. M. 1902, occupies the chair of history and political science, University of South Dakota, Vermillion, S. D.

James A. C. Kennedy, 00, is in the law business, 608 Brandeis Bldg., Omaha, Neb.

Benjamin F. Skiles, '00, who has been practicing law at David City, is now at Crofton, Neb.

Stella A. Hartzell, '01, is chemist in the Iowa Experiment Station, Ames, Iowa.

Bertha B. Quaintance, '99, is now a trained nurse at Sherrard, Ill., having graduated from the Johns Hopkins Training School for Nurses. Miss Quaintance served three years as Registrar of the Iowa State University.

Harry A. Tukey, '01, is in the real estate business with office at 444 Board of Trade, Omaha, Neb.

Arthur G. Sims, '01, has changed his address from Palestine to Houston, Texas.

George W. Brooks, '02, is an electrical engineer with the General Electrical Co., Schenectady, N. Y.

George W. Dudley, '02, is superintendent of the schools at Palmyra.

Charlotte B. Mead, '02, is principal of the high school at Edgemont, S. D.

George H. Walker, '02, has changed his address from St. Luke's Hospital, St. Paul, Minn., to Fairfax, Minn.

Hubert C. Searls, '02, is still engaged in civil engineering and is at present with the Missouri Pacific R. R. at the head of a body of men making plans for the improvement of the road in Nebraska.

Caroline Bengtson, '03, reports that the alumni residing at Ft. Collins, Colo., were guests at a reunion, on Nov. 27, 1909, when they were invited by Mr. and Mrs. C. W. Zepp to their delightful home in honor of Mr. and Mrs. Robert S. Hiltner of Denver. The house was decorated in scarlet and cream, and ears of corn, typifying the "Cornhuskers." The evening was spent merrily with games and university chat, while delicious refreshments, carrying out the color scheme, were served.

Marvin L. Hart, '03, has changed his address to Boise, Idaho.

R. J. Anderson, Law '04, has removed from Kansas City to Ottawa, Kan.

Ethel Erford, '04, is instructor in English and Latin, Tyler county high school, Middlebourne, W. Va.

Clinton J. Campbell, '05, is an assistant in the Department of History and Political Science, University of South Dakota, Vermillion, S. D.

F. H. Geer, '05, has changed his address from Los Angeles to Claremont, Cal.

Harry Keyser, '05, LL.B. '07, is in the law practice at Boise, Idaho. He is a member of the Idaho society of S. A. R., and at present is secretary pro-tem of that society for the state.

Helen M. Sargent, '05, is taking a training course in the Park Avenue Hospital, Denver, Colo.

Ina E. Gettings, '06, is now acting director of women's gymnasium, University of Nebraska.

Tobie Agnes Gordon, '06, who was fellow in romance languages, U. of N., is teaching French at Des Moines College, Des Moines, Ia.

Albert A. Heimrod, '06, is at Columbia University, where he expects to finish his post-graduate course in metallurgy this year. He spent the summer, visiting in Switzerland with his father, who is American consul there.

H. L. Hollingsworth, '06, spent the summer abroad, where he attended the international congress of psychologists which met at Geneva. Last spring he received the degree of Ph.D. at Columbia and was appointed to an instructorship in psychology at that university. His monograph on "The Inaccuracy of Movement" appeared last June.

Noah Kurtz, Law '06, of Sheridan, Wyo., formerly of Cortland, Neb., was visiting in Lincoln during the holidays. He is at present interested in copper mines near Sheridan, and is doing very well.

Mildred M. Slater, '06, is teaching in the high school at Lead, S. D. She is matriculated for her A. M. at the University of Chicago in political science.

Pearle Staats, '06, is this year teaching at Plattsmouth, Neb.

Ralph A. Van Orsdel, '06, is an attorney, 520 First National Bank bldg., Omaha, Neb.

C. G. Bates, '07, who is now in the forest service with headquarters at Denver, Colo., has been spending a short vacation in Lincoln. Mr. Bates is in charge of the investigation of scientific problems in forestry in district No. 2, and in this position has had an opportunity to carry on a series of experiments in planting work of the forest service in the sand hills of Nebraska in which he has always been deeply interested. He is convinced of the possibility of foresting the sand hills with valuable coniferous trees.

James E. Bednar, '07, Law '10, is teaching debating in the Lincoln high school, which recently won from Beatrice. He was a member of Nebraska's team that defeated Illinois in 1908.

Chester L. Belden, '07, who formerly was engaged in engineering in Boulder, Colo., is now superintendent of the light plant at Hebron, Neb.

Merton L. Corey, '07, of Clay Center is county attorney of his county. He was a Nebraska debater against Wisconsin in 1907.

B. E. Debler, '07, is an assistant division engineer with the Arnold Co. of Chicago, 705 Ideal bldg., Denver, Colo.

Dean Driscoll, '07, is studying law at Harvard University, 60 Hastings Hall, Cambridge, Mass.

Paul Ewing, '07, is employed in the census bureau at Washington, D. C.

B. C. Enyart, '07, is a lawyer and police judge at Tekamah, Neb.

J. Reid Green, '07, is practicing law at Lincoln, Neb.

Carl Hartley, '07, is a scientific assistant in the U. S. department of agriculture, Washington, D. C. He was formerly an assistant botanist at the Agricultural Experiment Station, W. Va.

Clara Heimrod, '07, is in Berne, Switzerland, where she assists her father, the American consul.

I. B. Jones, '07, is a division engineer on a large irrigation project now under construction by the J. G. White Co. at Richfield, Idaho. This work when completed will irrigate a very large tract of land, the division dam being 140 feet high by 700 feet long.

John F. Kryder, '07, is an electrical engineer at Wilkensburg, Pa. His address is 512 Kelley St.

Elmer L. Lindquest, '07, is cashier of the Bank of Waterloo, Waterloo, Neb.

H. E. McComb, '07, A. M. '09, is employed in the Smithsonian Institute as magnetic observer. Mr. McComb does considerable traveling during the summers.

Albert M. Levy, '07, law student at Columbia University, has for two years been in charge of the instruction in argumentation and debate at the Young Men's Hebrew Association of New York City. The December "Monthly Bulletin" of the association contains an interesting article by Mr. Levy on "Born Orators."

J. F. Premer, '08, is practicing medicine at Haigler.

C. Louis Meyer, '07, who has taken his M. E. at Columbia University, N. Y., is with the Freeborn Engineering & Construction Co., Kansas City, Mo.

George F. Williamson, '07, is an instructor in English, Michigan Agricultural College, East Lansing, Mich.

Charles E. Allen, '08, writes that he has recently been appointed clerk in the Seattle justice court at an excellent salary.

Frank C. Builta, '08, is managing editor of "The Western Trader," a wholesalers and jobbers' journal, Omaha, Neb. Mr. Builta informs us that an alumni club is being organized in Omaha.

Vivian L. Chrisler, '08, is local business manager of the Piedmont College, Demorest, Ga.

Lloyd Denslow, '08, is engaged in the real estate business at Hooper, Neb. He will probably go to Spokane, Wash., in the spring.

Mabel Harris, '08, is attending the University of Chicago, 6030 Greenwood Ave., Chicago, Ill.

C. C. McWhinney, A. B., LL.B. '08, has been married to Miss Jessie Helm, University of Colorado. He is practicing law at Green River, Utah.

F. N. Menefee, '08, was married recently to Miss Lucile Cull of Oakland, Neb. Mr. and Mrs. Menefee are making their home at Ithaca, N. Y., where Mr. Menefee is a post-graduate student in engineering.

Ralph B. Murphy, '08, is a member of the firm of Agee & Murphy, real estate agents, Lincoln, Neb.

Frank O'Brien, '08, principal of the high school at Ravenna, was forced to give up his position on account of ill health.

John R. Purcell, '08, is secretary and treasurer of the Mickey Milling Co., Elkhorn, Neb.

John E. Shaw Van, '08, is doing post-graduate work at Yale. Address 265 Orange St., New Haven, Conn.

O. S. Spillman, '08, is practicing law at Pierce, Neb.

R. A. Spaits, '08, who after graduation opened an office for the practice of law in San Francisco under the firm name of Spaits & Kazebeer, died Sept. 16, 1909. His partner, Mr. Kazebeer, '08, writes as follows concerning Mr. Spaits: "Mr. Spaits was a man of fine character and a hard worker. During the latter part of his illness he showed a spirit of fortitude that was admirable; never complaining, but doing the best he could to the last."

George L. Sullivan, '08, is instructor of mechanical engineering, University of Colorado.

Raymond M. Tibbetts, '08, is in the law business at Hastings, Neb.

John Weller, ex-'08, was on the campus recently. It is rumored that he intends to return for work to the University.

Ross W. Bates, '09, is principal of the Auburn, Neb., high school, and is conducting the course in argumentation and debate. Mr. Bates represented Nebraska in the 1908 debate with the University of Illinois.

H. J. Broderson, '09, is an instructor in chemistry, University of Kansas.

Claudius E. Bennett, '09, is an assistant in physics, U. of N. He spent last summer in the employ of the Westinghouse Electric & Mfg. Co. at East Pittsburg, Pa.

Grace Bunce, '09, is a graduate student in European history, U. of N.

Robert W. Devoe, '09, is practicing law at Sidney.

Lilah V. David, '09, is at home at 2041 South 17th, Lincoln, Neb.

Walter C. Giffen, Law '09, is principal of schools at Holbrook, Neb.

Paul Goss, '09, is engaged in the real estate business, Lincoln, Neb.

A. G. Hamel, '09, is in the U. S. forest service. His address is the Majestic bldg., Denver, Colo.

Ray L. Harrison, '09, is in the automobile business at Grand Island.

Assistant Football Coach James B. Harvey, '09, is now with the Omaha Traction Co., Omaha, Neb.

Berne M. Howard, '09, is with the J. G. White Co. at Dietrich, Idaho.

Mildred A. Klein, '09, is general agent of the Equitable Life Assurance Society of New York. His address is 714 South 17th St., Lincoln, Neb.

Gertrude Kincaide, '09, is doing graduate work in the University of Nebraska.

Vida M. Leamer, '09, is teaching in the public schools at Wakefield.

H. P. Letton, '09, is a member of the firm of Grant & Letton, civil engineers, Lincoln, Neb.

Minnie J. Pierce, '09, is teaching music at Oxford.

Ruth A. Price, '09, is teaching in the grades in the Lincoln schools.

C. K. Shedd, '09, is instructor in farm mechanics, U. of N.

James R. Smith, '09, is with the Nebraska Telephone Co., 2205 Farnum St., Omaha, Neb.

Adolph A. Tenopir, '09, is practicing law at 422 First National Bank bldg., Omaha.

Temple V. Truman, '09, is principal of schools at Brownville.

Amos Thomas, '09, is with the firm of Crofoot & Scott, attorneys at law, 422 Y. M. C. A. bldg, Omaha, Neb.

Alvah L. Weaver, '09, has secured the position of chemist of the Enterprise Mfg. Co., and is located at 7028 Spring St., Los Angeles, Cal.

J. E. Weaver, '09, an assistant in the Department of Botany, University of Nebraska, has been appointed to fill the vacancy in the Lincoln High School caused by the resignation of C. E. Temple.

Fred N. Wildish, '09, is Assistant Division Engineer with C., B. & Q. R. R. at Birds-eye, Wyo.

James L. Wilson, '09, is deputy county treasurer of Sheridan county, Rushville, Neb.

Earle B. Wilson, '09, is with the State Journal Co., Lincoln, Neb.

Harlan C. Woods, '09, is instructing in the Engineering Dept., University of Colorado, Boulder, Colo.

H. C. Woods, '09, is an instructor in the department of engineering, University of Colorado, Boulder, Colo.

Mattie M. Woodworth, '09, is attending the Lincoln Business College.

Frank L. Zimmerman, '09, is an apprentice with the Westinghouse Elec. & Mfg. Co. at Wilkinsburg,

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The resident members of '98 held a reunion at the residence of Mr. G. E. Hager, Friday evening, Jan. 21, to meet Rev. A. A. Gilman, '98, a missionary in China. There was a good attendance and a most enjoyable evening was spent in reminiscenses.

A. A. Gilman, 98, addressed the students at convocation on the great possibilities of China as a factor in the world's progress. Mr. Gilman is home on a leave of absence and will return to China soon.